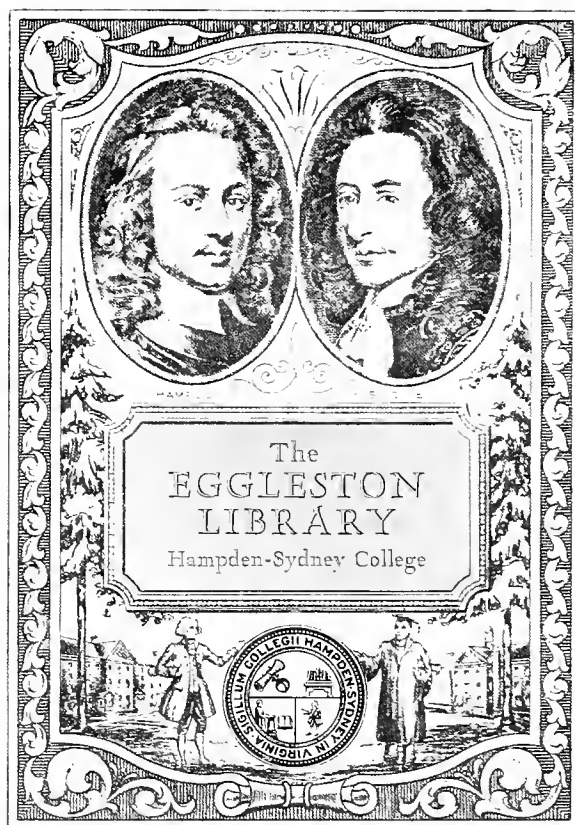


Kaleidoscope

78

FOR REFERENCE
Not to be taken from this room



13467

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*1978 Kaleidoscope
Hampden-Sydney College*

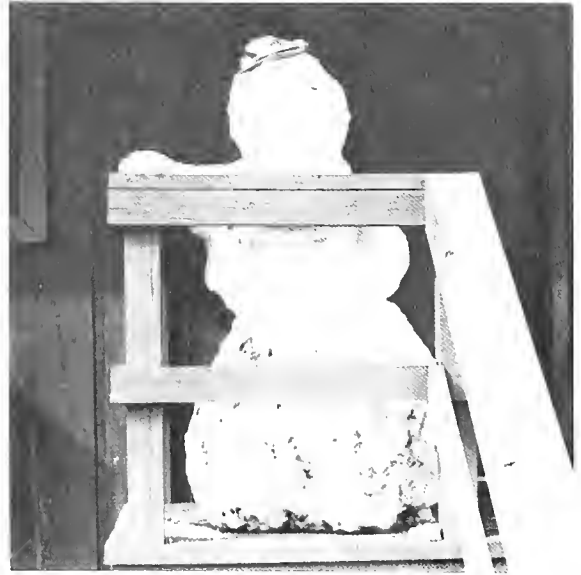
Published by the Students of
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Hunter Publishing Company,
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*A college education
is a unique experience.*



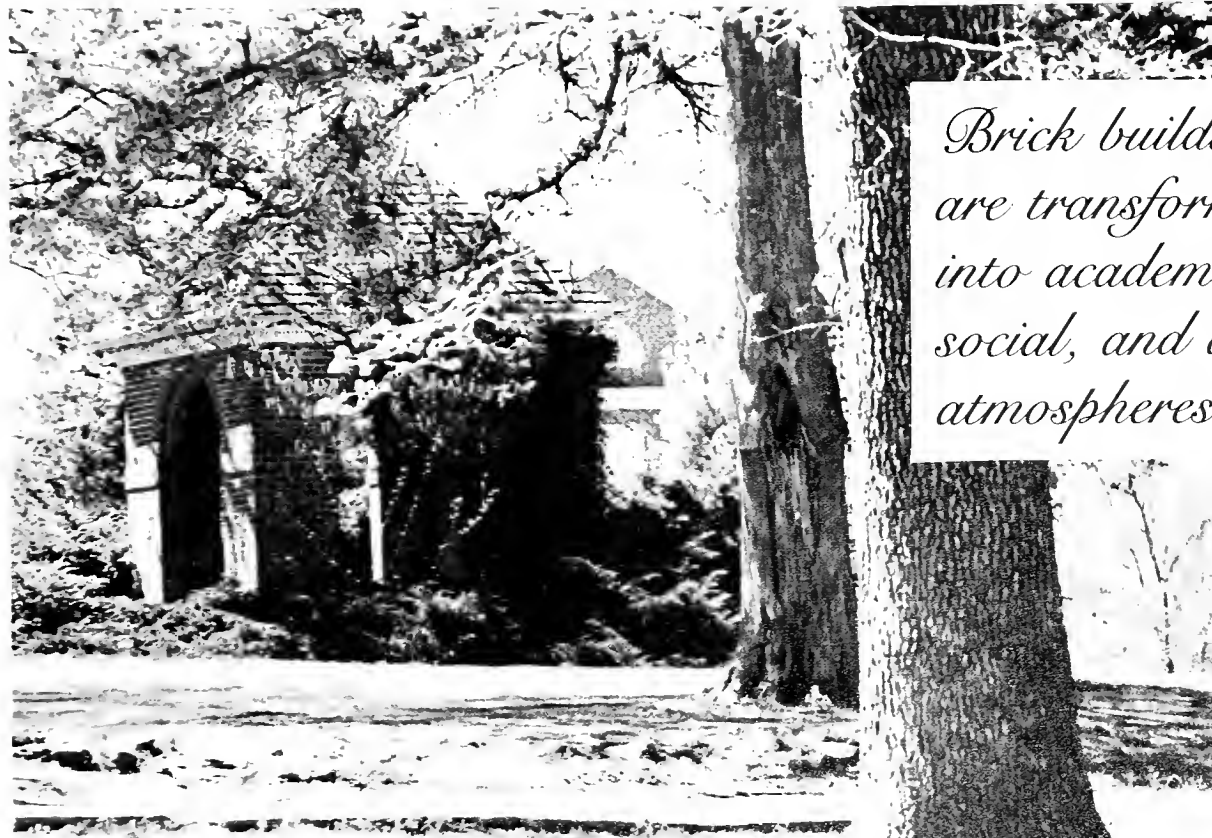
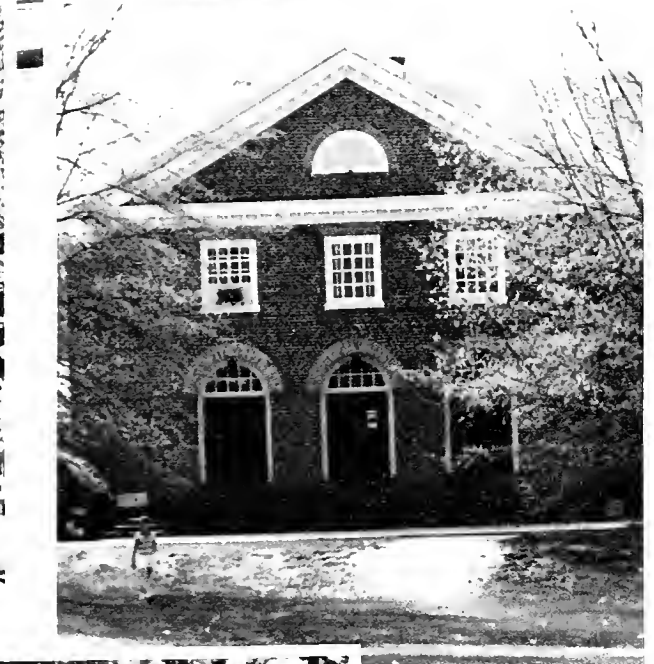
*It's time for making
friends, enjoying life,
and collecting memories.*





*The Hampden-Sydney
campus is the pefrect
setting . . .
allowing indiviidual
growth and expression.*





*Brick buildings
are transformed
into academic,
social, and athletic
atmospheres.*



The spirit and enthusiasm of the college community make Hampden-Sydney distinctive.



Forword

This year was the two hundredth and second session of Hampden-Sydney College. The FACULTY/STUDENT staff has attempted to capture this brief, but enjoyable year in photos and print. A lot has happened this year. We have experienced a new president with new ideas, a blackout, an outstanding football season, and the tragic death of a fellow student.

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This book has no message and no moral. I have made an effort to portray the entire year with as few biases as possible. The job of the yearbook editor is to deal with many unrelated things and to do justice to them all. Even in a school as small as Hampden-Sydney, it is difficult to treat everyone fairly, so someone may think they have been overlooked by this book. If so, it was unintentional.

I thank the editors of the 1977 GALILEON, the 1977 SAVIAR, and the 1978 SCOTSMAN for many ideas which I adapted after discussion with them during the Associated Collegiate Press Convention.

In no particular order I would like to acknowledge my indebtedness and extend my thanks to the following people:

Ran Henry, for his photo files and his helpful attitude.

Louis Holgate and Steve Tedesco, for their various efforts to help in any way possible.

Howard Rodman, who always produced when necessary.

Paul Smith, for his constructive criticism.

Bill Darden, who always seems to show up when needed.

John Perry, for his understanding and for not saying "I told you so".

Teri, who understood when I sometimes put the yearbook before her, and

To All Those Writing Essays, because they were among a select few who took the time to get involved.

JAM, JR.



For his devotion to Hampden-Sydney College,
For his helpfulness throughout the year,
For the tremendous job he has done as the
Dean of Students,
We proudly dedicate the KALEIDOSCOPE to

Thomas H. Shomo,

truly a progressive, innovative man in a
traditional school.



FACULTY
&
ADMINISTRATION

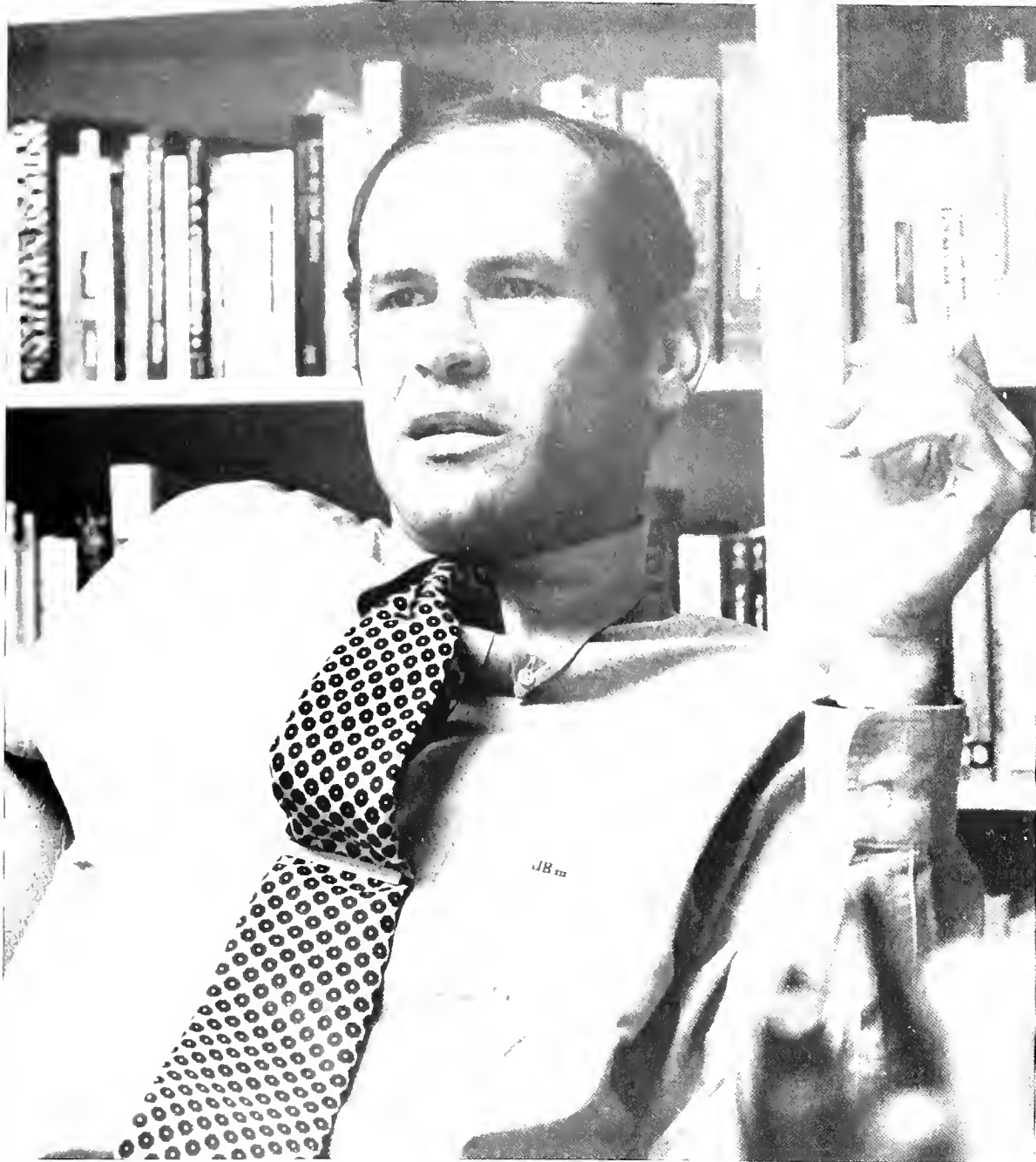


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It is the presumption of those who teach in a college dedicated to the pursuit of excellence in liberal studies that those studies have a time-worn and proven fitness for preparing their students to think better: by this we mean nothing more than you learn to assemble evidence patiently and thoroughly before you make

decisions and judgements; that you learn courageously to uphold those decisions and judgements; that you be prepared to argue them eloquently; that your minds be free of prejudice; that you learn to appreciate arguments and points-of-view opposed to your own, for in them is often more truth than in your own; and that

you will esteem both the lifelong cultivation of the mind and the gift of that mind, and the character that sustains it, and the willingness to place these at the service of others, as your highest calling; finally that the heart has its reasons which the mind cannot comprehend.



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Harrison L. DeLancy
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Does man ever tire of playing with "Lincoln Logs"?

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Registrar
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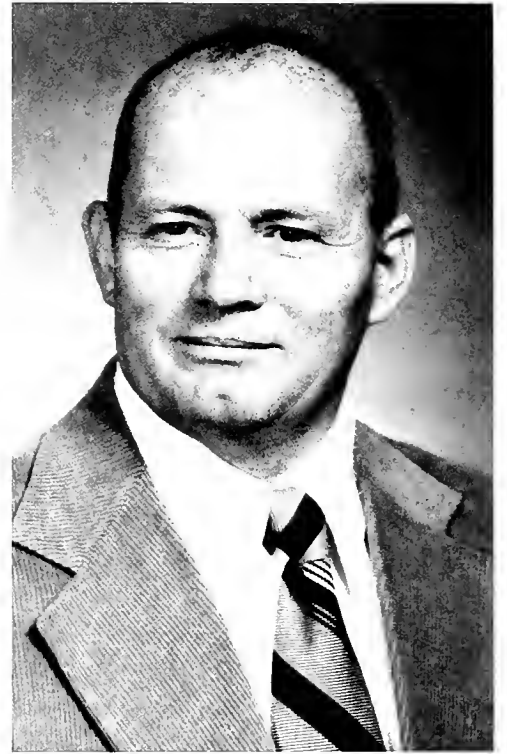




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Modern Languages

Professor Laine keeps another unprepared student
after class.





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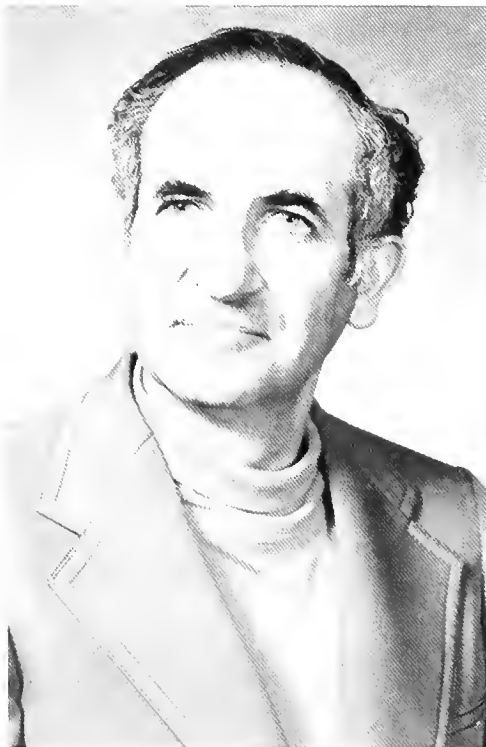


Rev. John B. Rice
College Chaplain

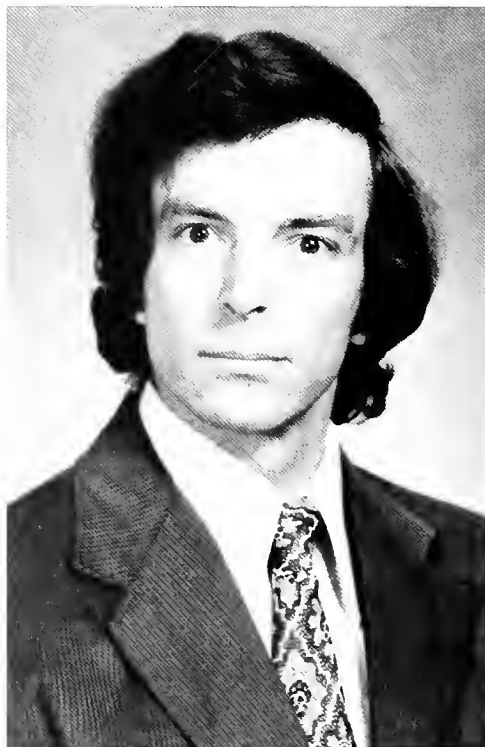


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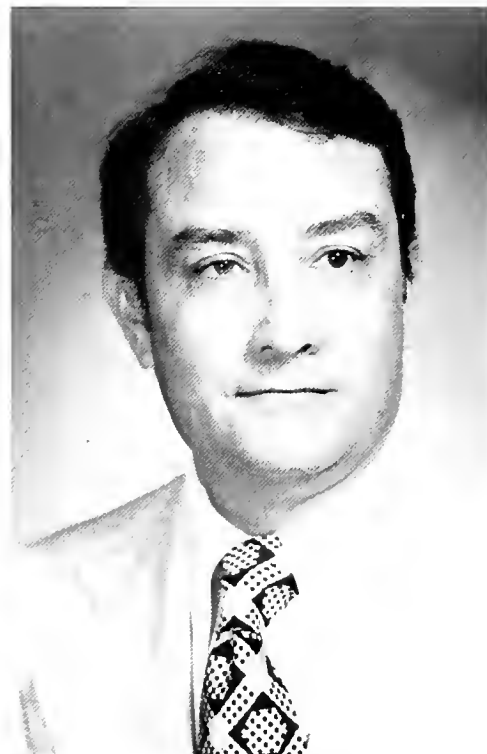




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Acting Dean of Students
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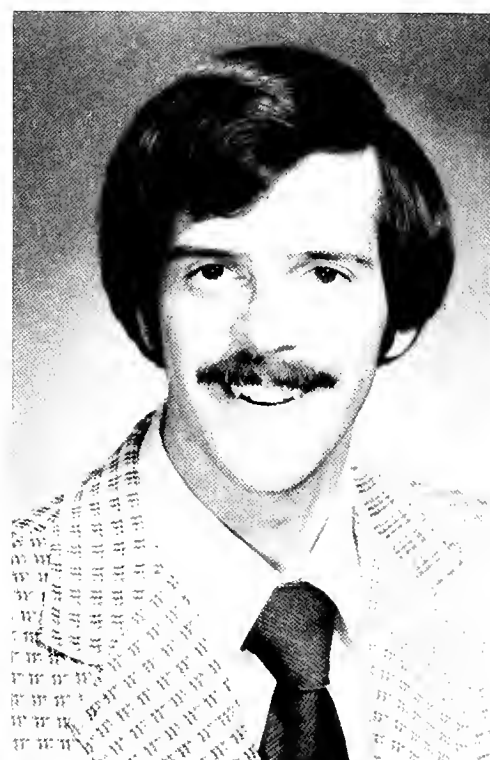


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Margaret W. Swartz
Alumni Director





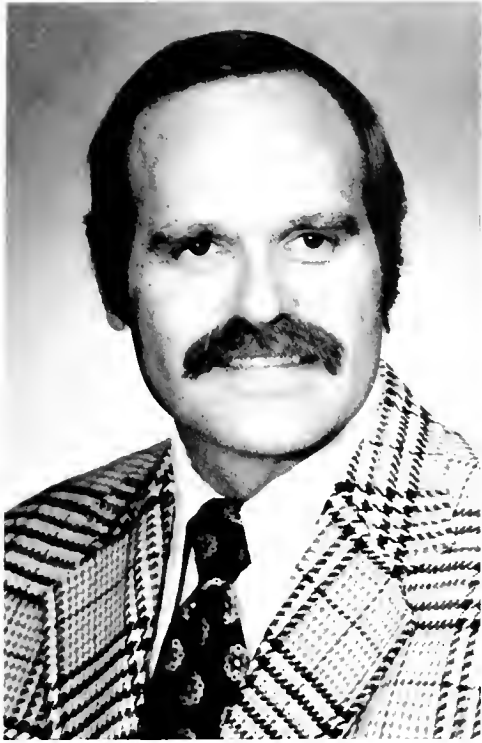
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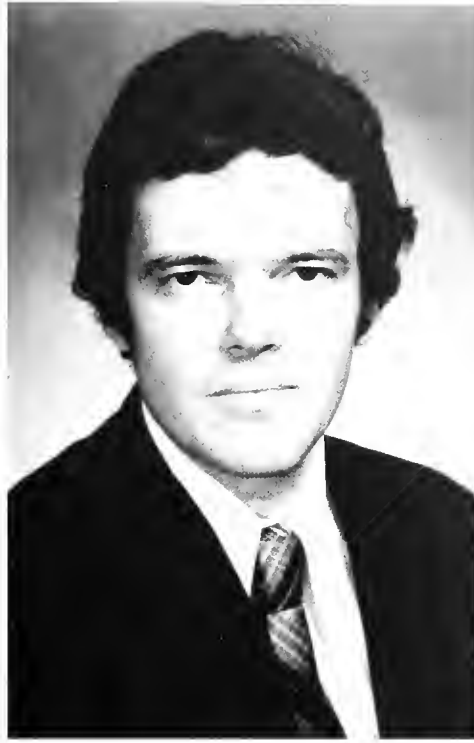
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Dr. C. Wayne Tucker
Classics

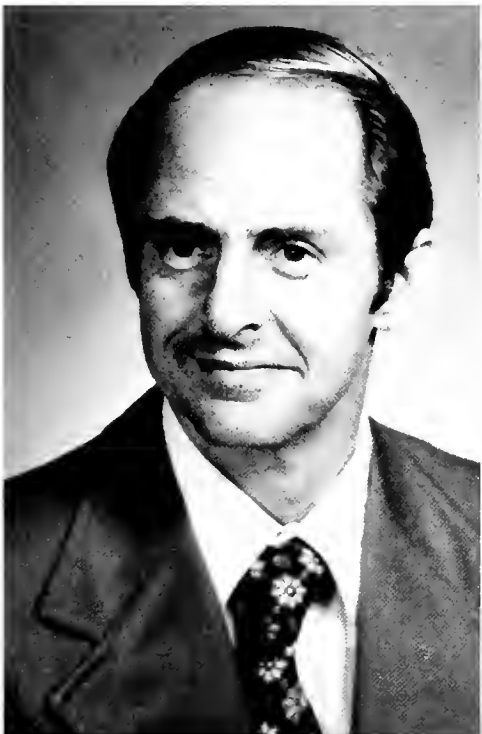


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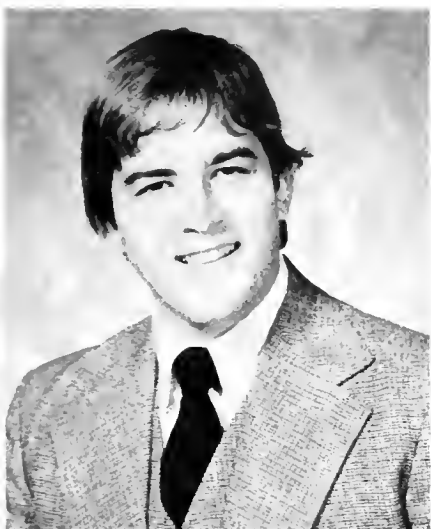
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B.A. Economics



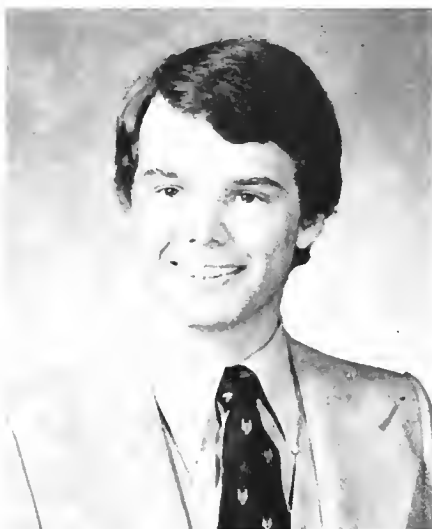
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B.A. History and
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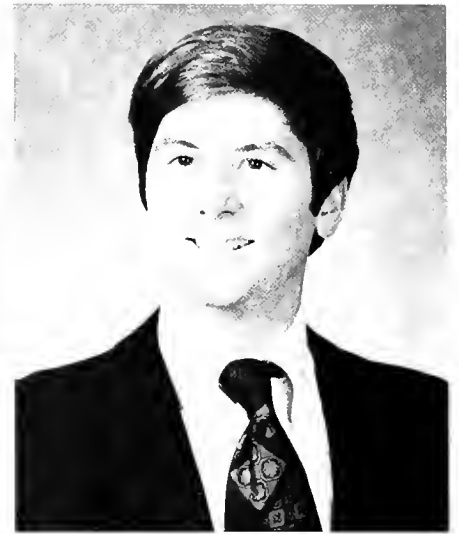
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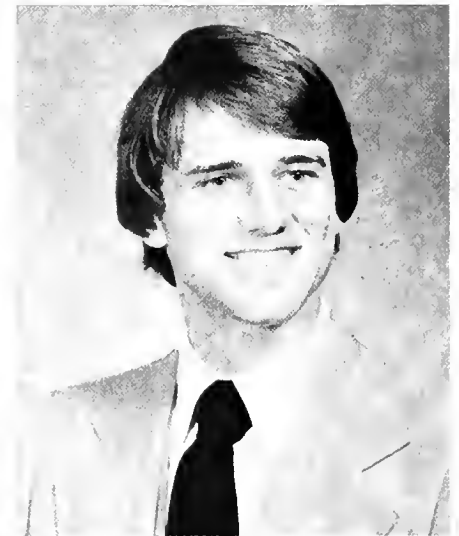
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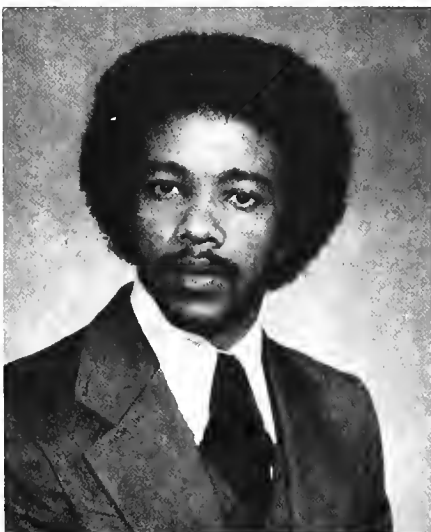
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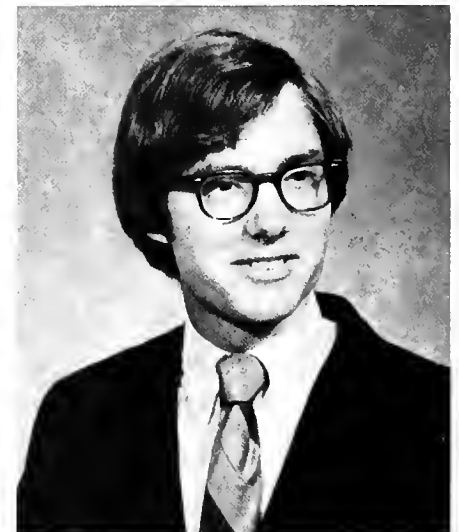
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B.S. Chemistry



Robert Alton Burrell
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John Walter Fitchett Canter
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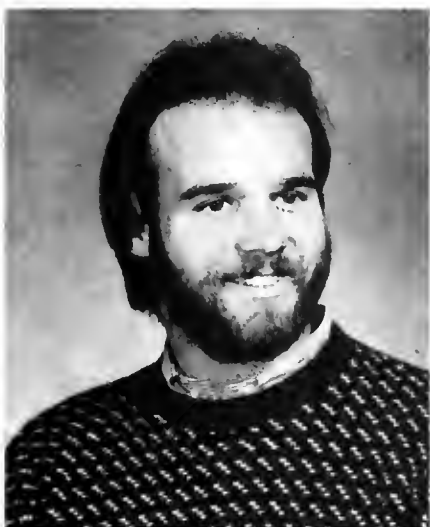
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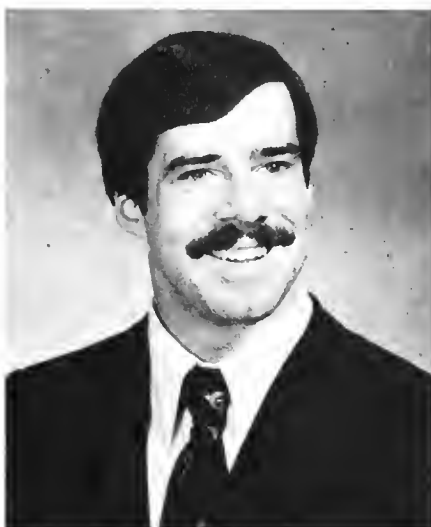
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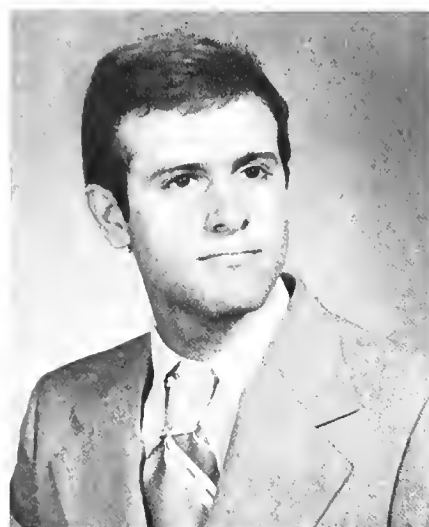
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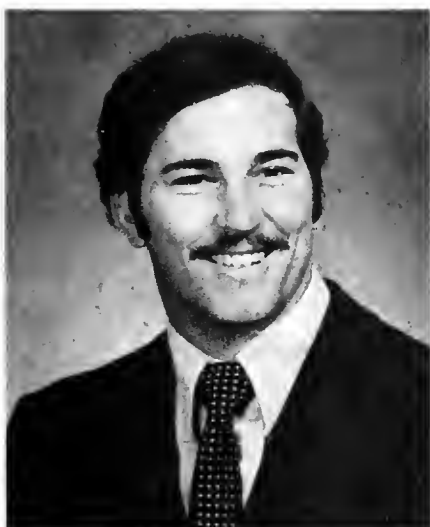
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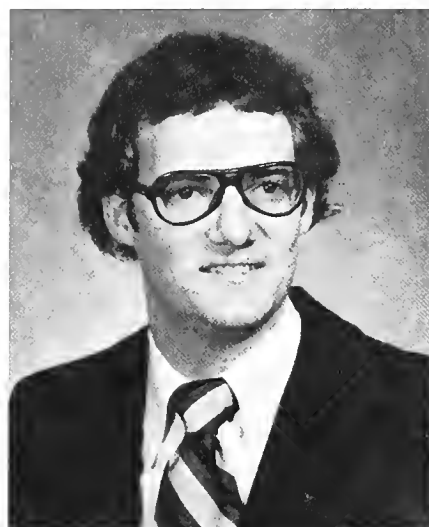
Barry Kim Cutright
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Jon Michael Daly
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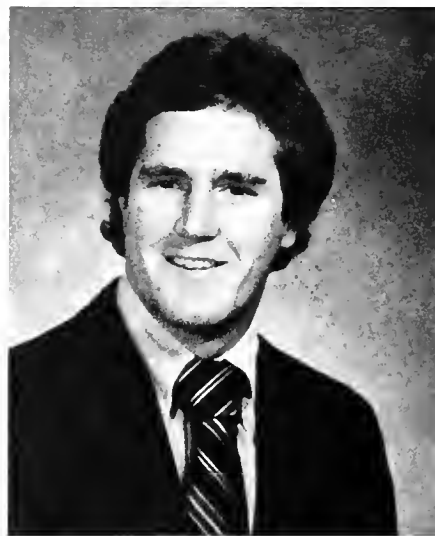
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Richard Andrew Davis
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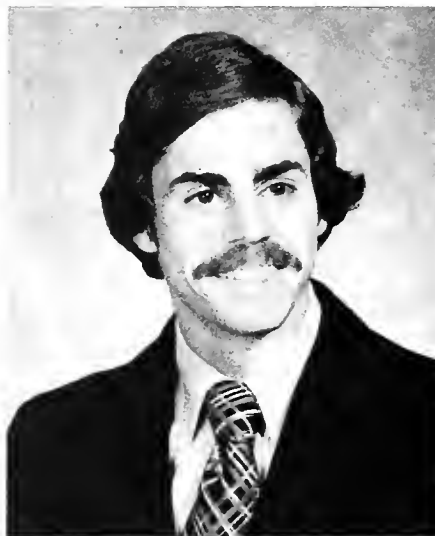
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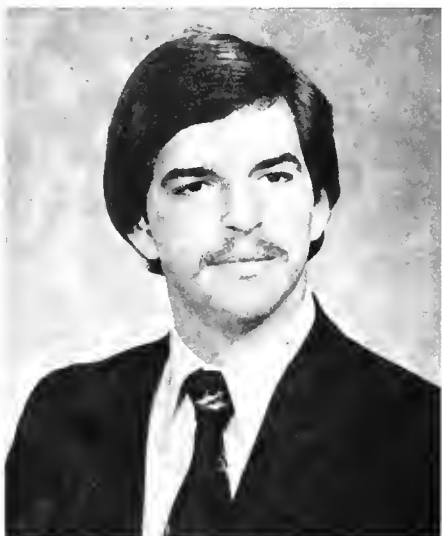
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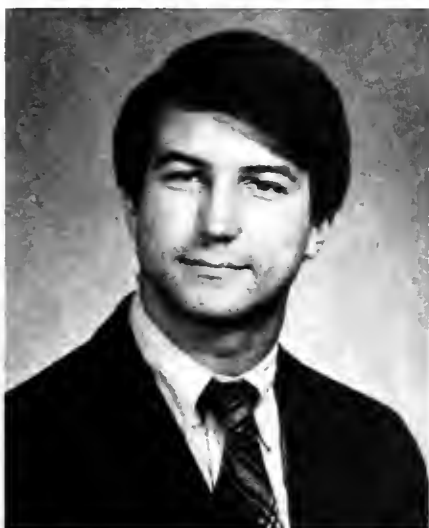
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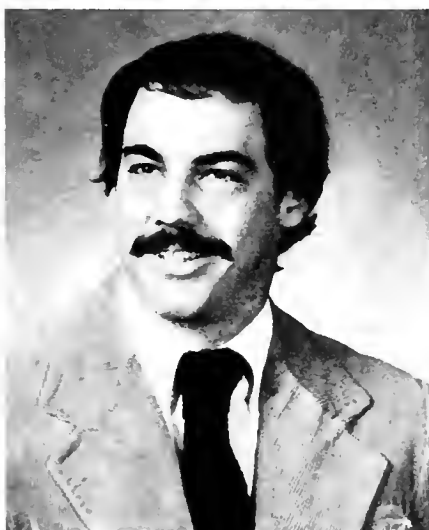
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Gerald William Fauth, III
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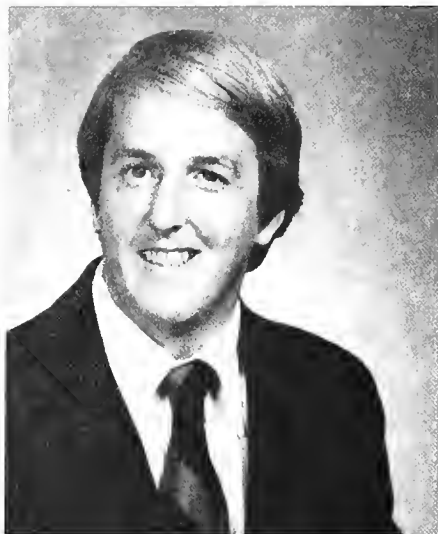
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Clifford Gerald Ferrara
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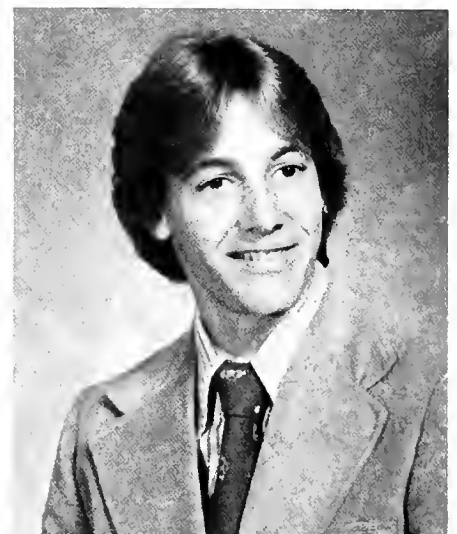
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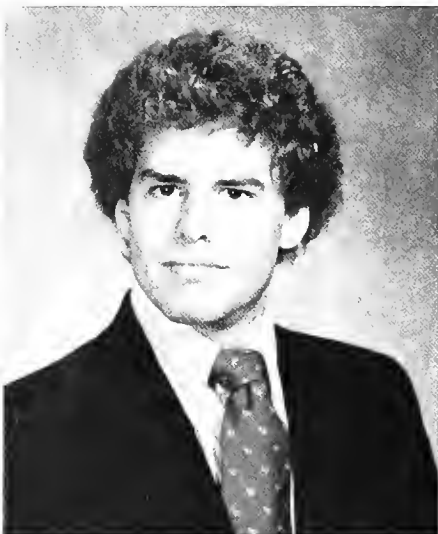
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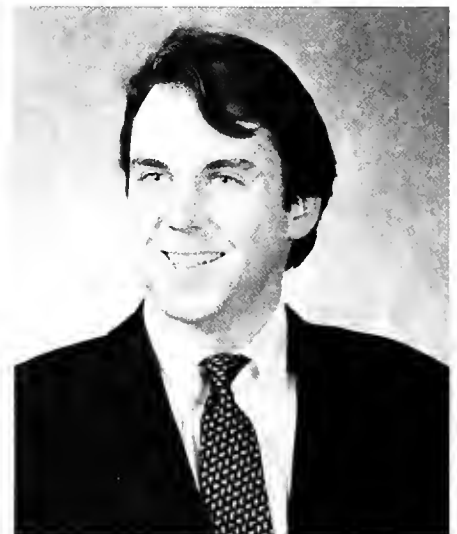
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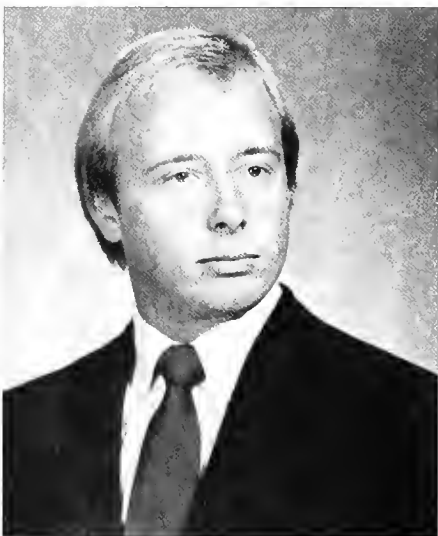
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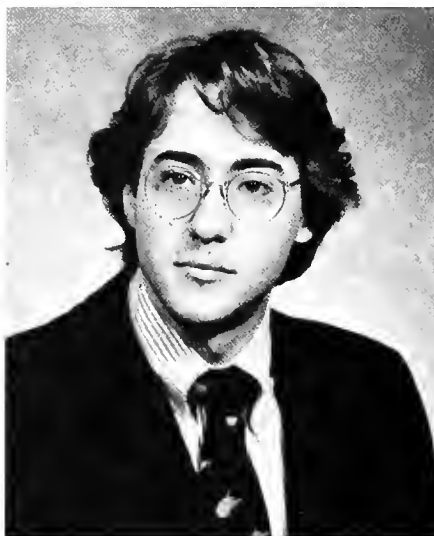
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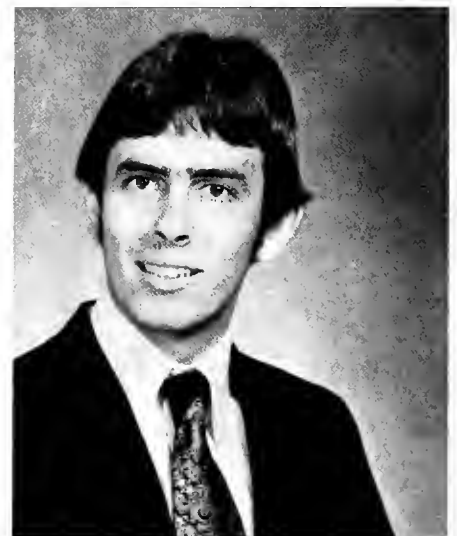
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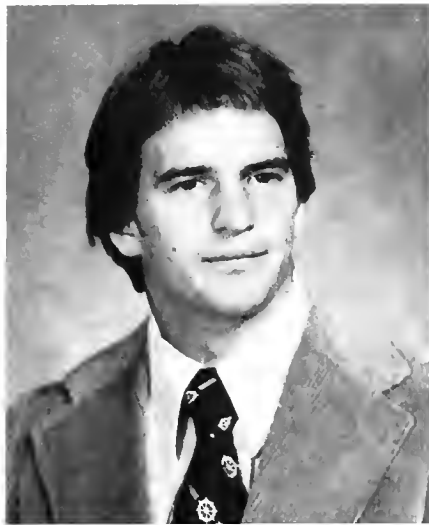
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Samuel Lee Groseclose
B.S. Biology



Lawrence Dean Hamnett
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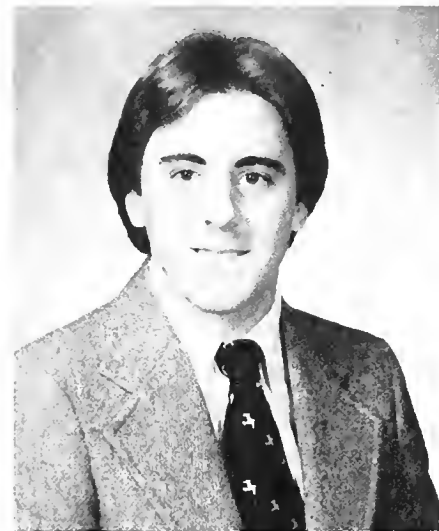
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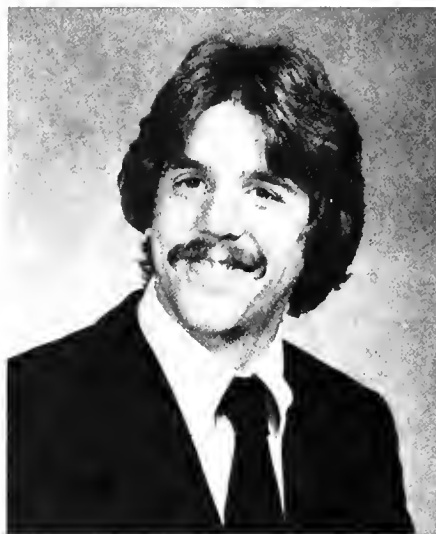
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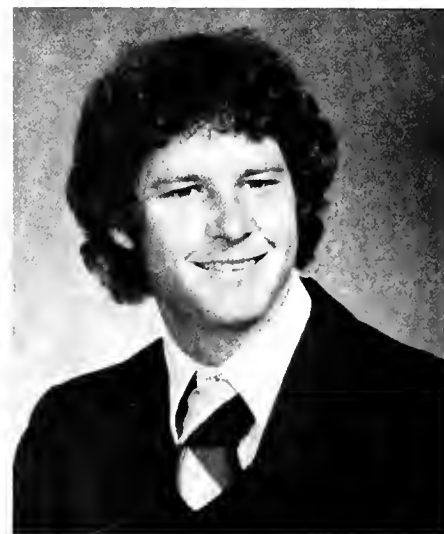
Horace Rowe Hicks, Jr.
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John Gatling Hofler, Jr.
B.A. History



David Powell Holt
B.S. Biology



James Jay Hundley
B.A. Psychology

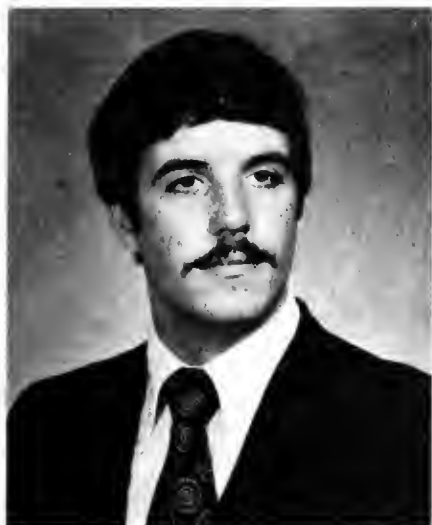


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B.A. Economics



Douglas Gray Hilton
B.A. Government and History

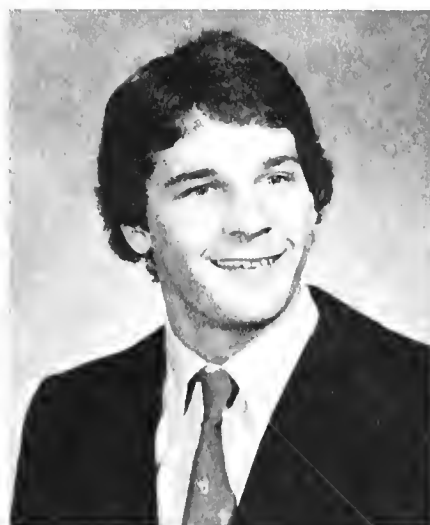




Franklin Jefferson James
B.A. Government



Allen Easley Johnson, Jr.
B.A. English



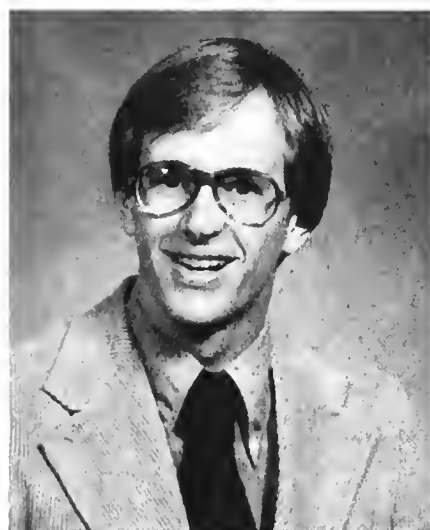
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Robert Bay Johnson
B.A. English



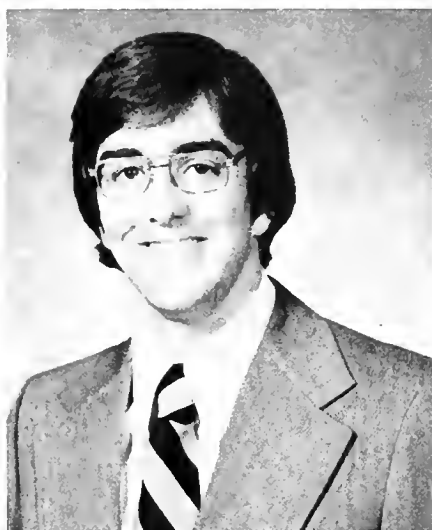
Todd Carrington Johnson
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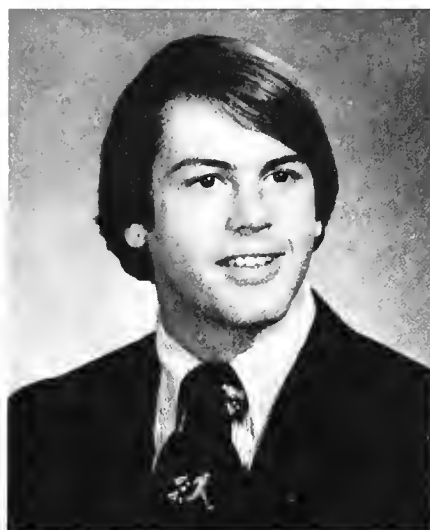
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B.A. Economics



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B.S. Physics



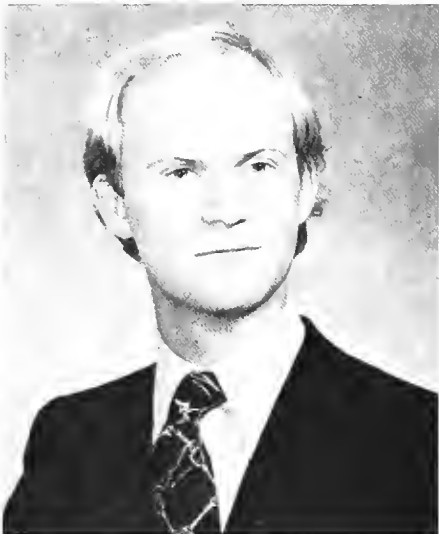
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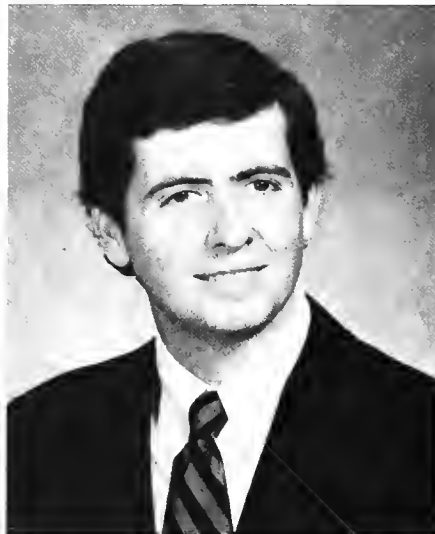
Craig Proctor Kiely
B.A. Government



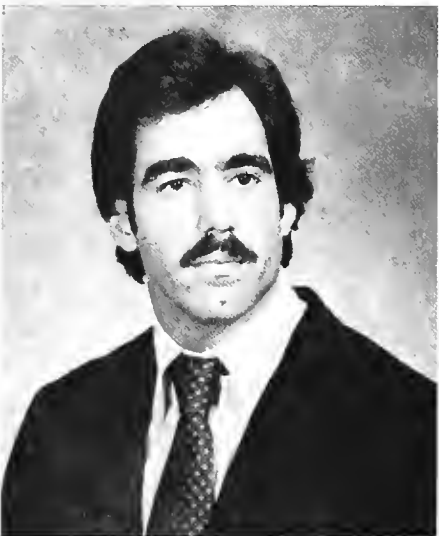
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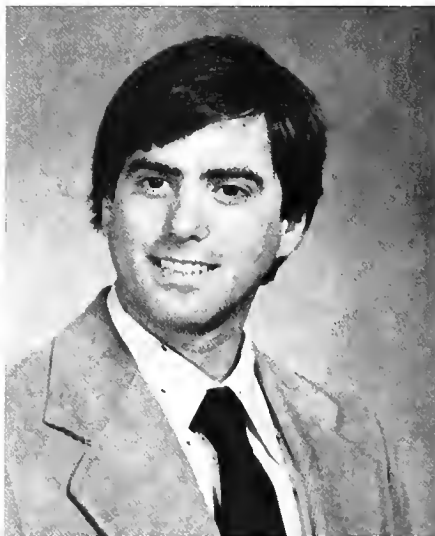
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Keith Wayne Lewis
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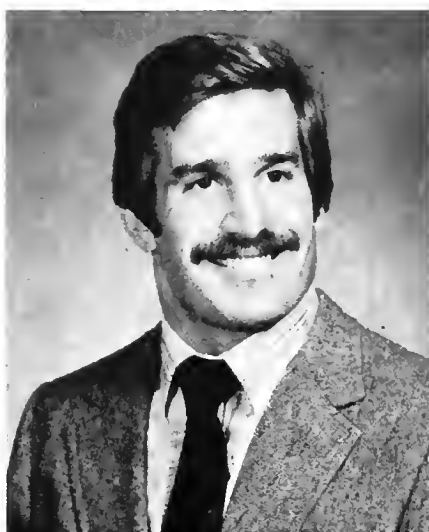
Philip Nelson Light
B.S. Biology



James Bowen Litton
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Robert Elford Livingston, Jr.
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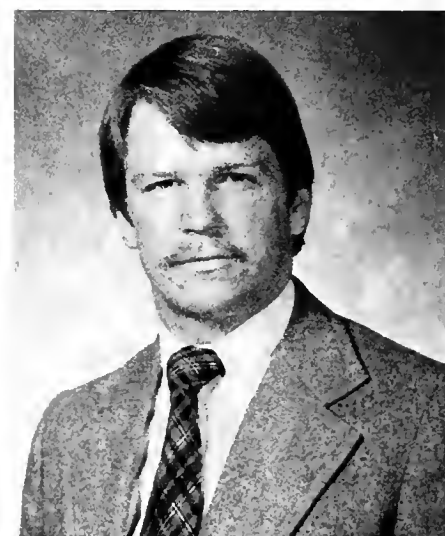
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Gregory Goode Love
B.A. Economics



William Benedict Lumpkin, III
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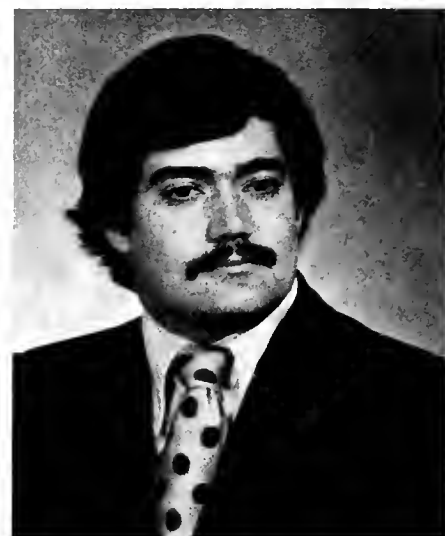
Dale Talmadge Marks
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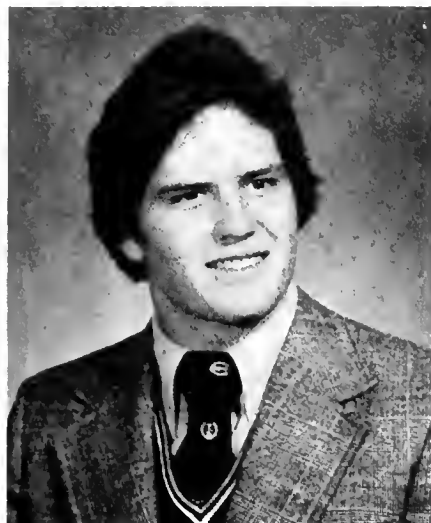
Frank Conrad Martin, III
B.A. Government



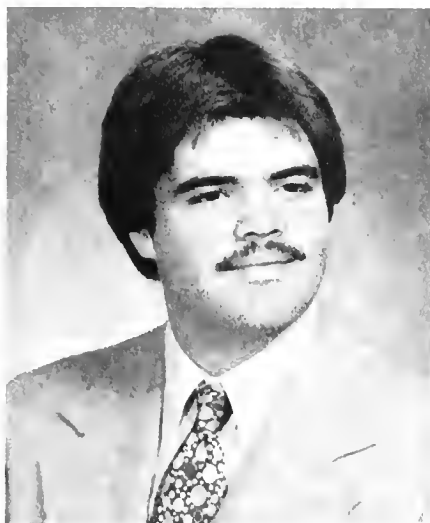
Ernest Andrew McAbee
B.A. Economics



Joe Vincent Menendez
B.A. Government



Robert Baxter Merrell
B.A. History



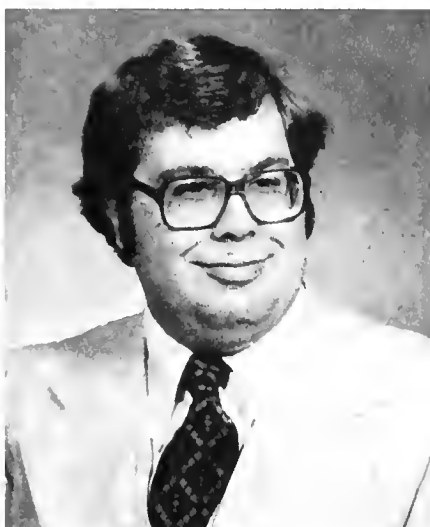
Randolph Parker Miles
B.S. Biology



Harland Lamar Miller, III
B.A. Economics



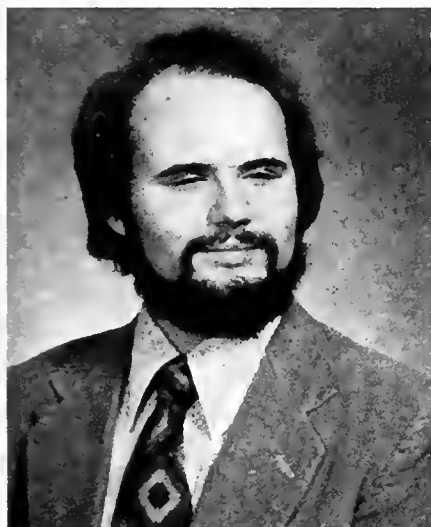
John Augustus Moore, Jr.
B.A. Economics and History



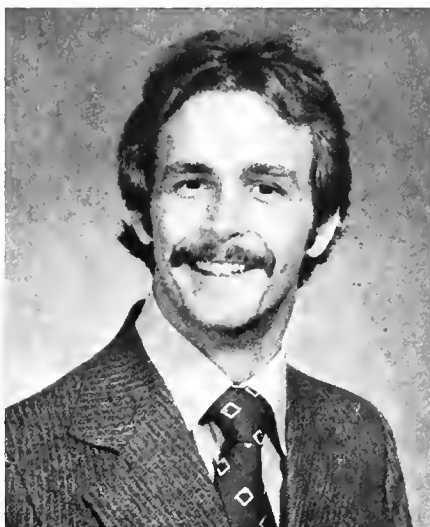
Julian Adair Moore, Jr.
B.A. Economics and
Government



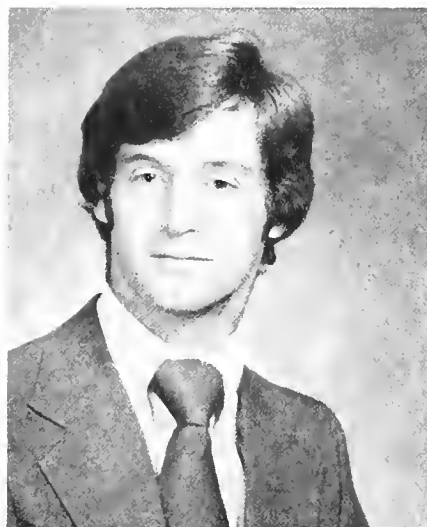
William Spurr Moore
B.A. History



Wyatt Rorer Murphy, Jr.
B.S. Chemistry



Michael Edward Nerney
B.S. Chemistry



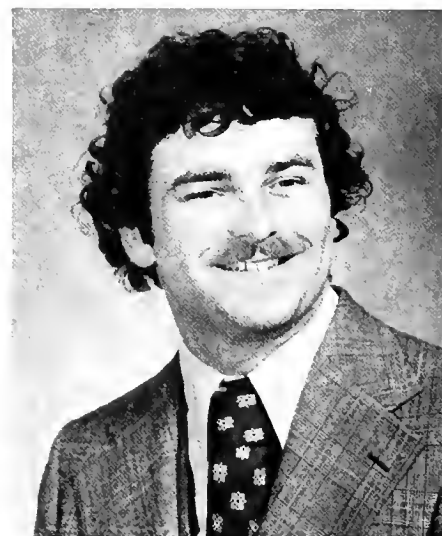
Wilson Bennett Newell, Jr.
B.A. Mathematics/Economics



H. William Niedermayer, III
B.S. Chemistry



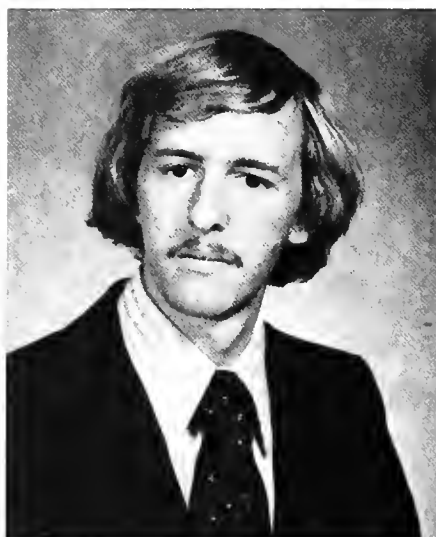
Edward Vincent O'Hanlan
B.A. Humanities



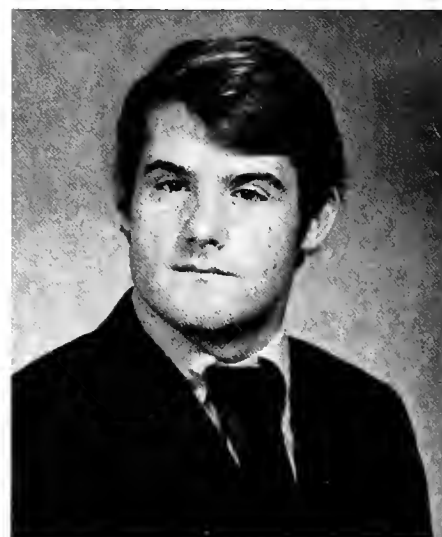
Wayne David Old
B.S. Biology



Thomas Wentworth Osgood
B.A. Government



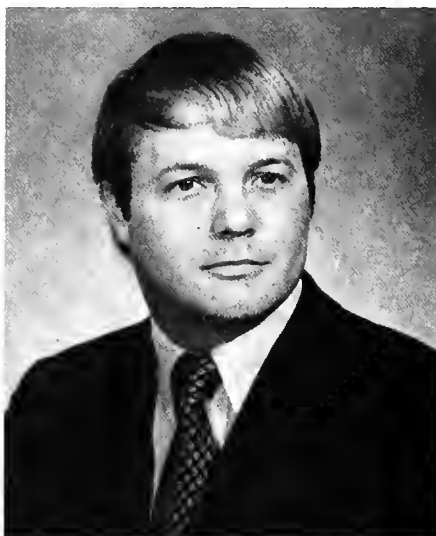
Bradley Jay Parsons
B.A. Classics



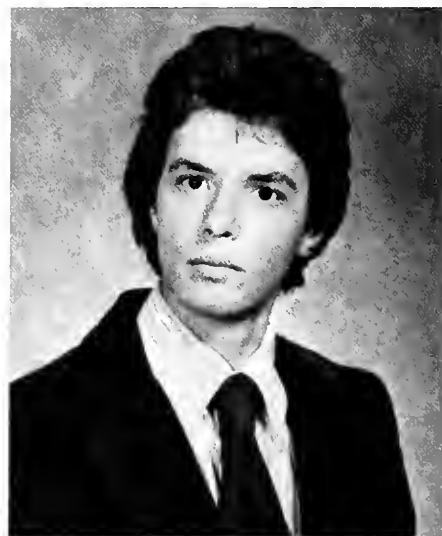
Paul Tulane Patterson
B.A. Economics



James Doddridge Patton, IV
B.A. Economics



Joseph Bernard Penick
B.A. Economics



Bruce Collier Phillips
B.A. Psychology



Chester David Porter, III
B.A. Economics



William DeHart Redd
B.A. Government



David Winston Rennolds
B.A. Economics



Barry Lynn Riddle
B.S. Chemistry

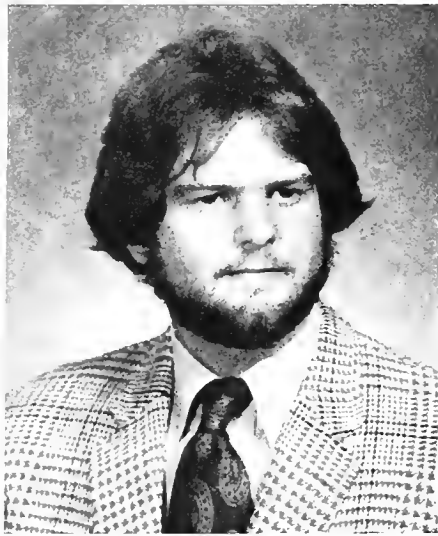


William Rosenberger, II
B.S. Biology

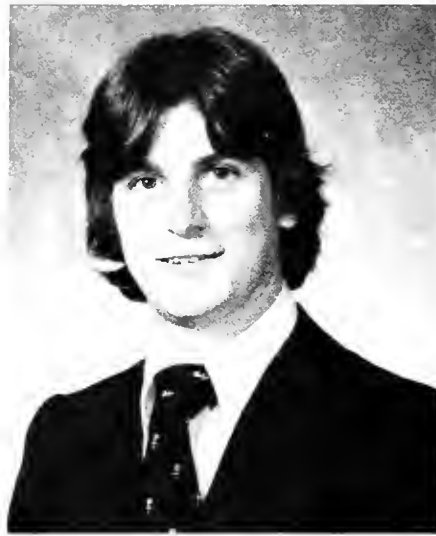


William Laird Sager, Jr.
B.A. Economics

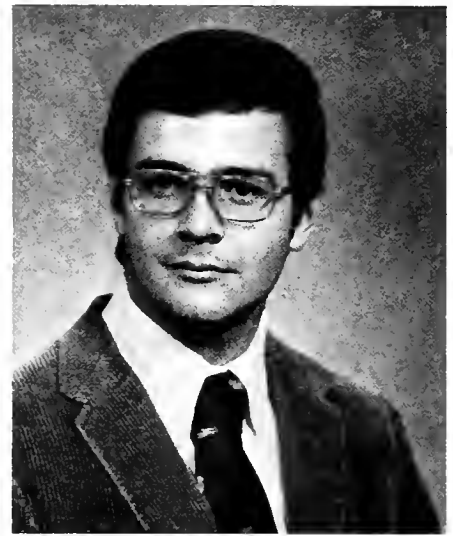




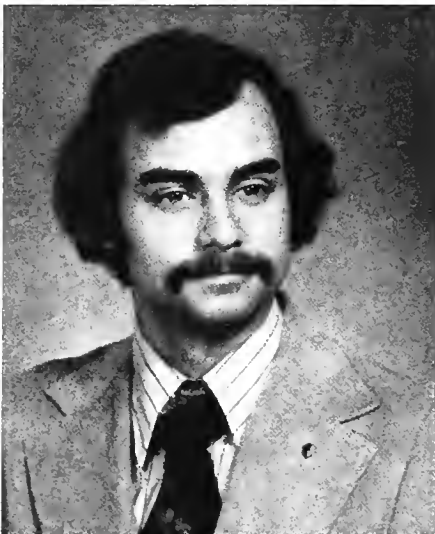
Charles Preston Sargeant
B.A. Bible & Religion



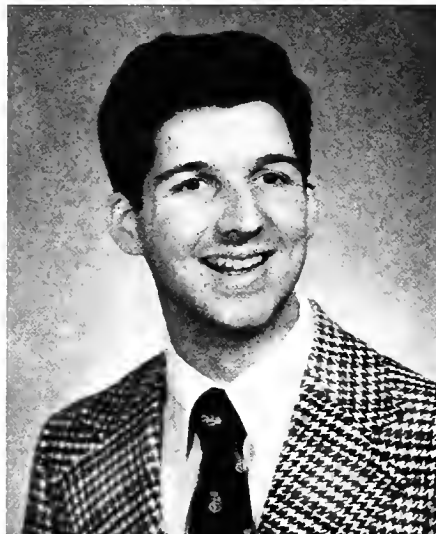
Michael Murrell Shelton
B.A. Government



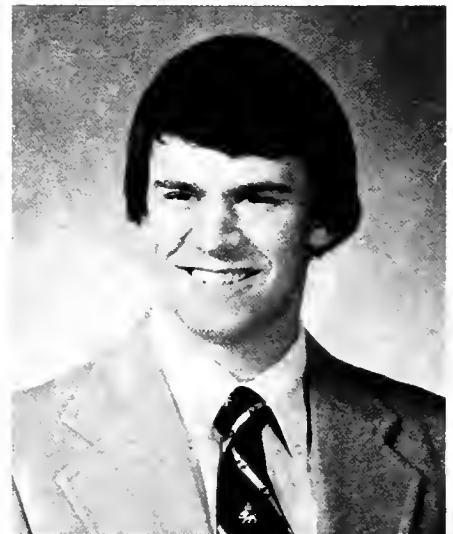
R. Garsed Sketchley, III
B.A. Government



Paul English Smith
B.A. Classics



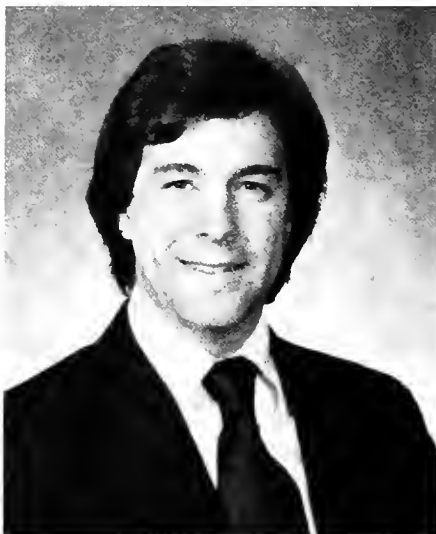
Samuel Edward Smith, Jr.
B.A. Economics



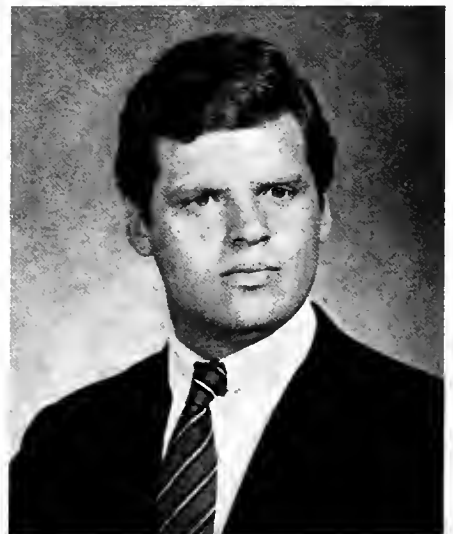
Edward Philip Snyder
B.S. Chemistry



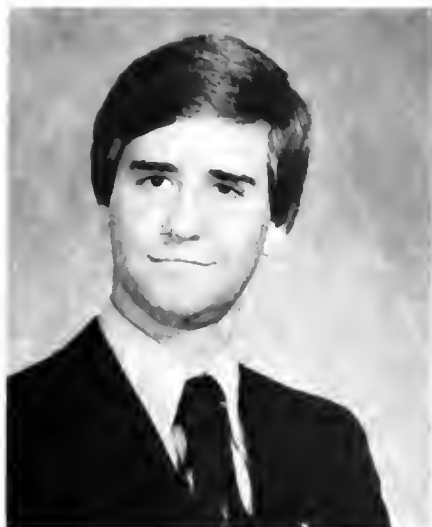
John Edward Sommers, III
B.S. Biology



Frank Dew Stoneburner, Jr.
B.S. Biology



John Arthford Stough, Jr.
B.A. History



Richard Sidney Sutton
B.A. History



Brian Milbank Thurston
B.A. Economics



Edward Lawrence Tiernan
B.A. History



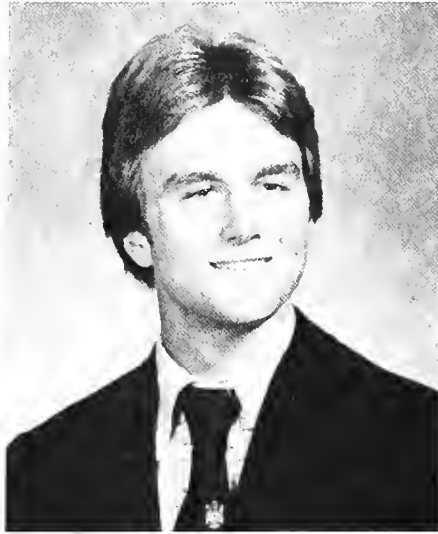
Randolph Edmunds Traynham
B.A. Bible & Religion



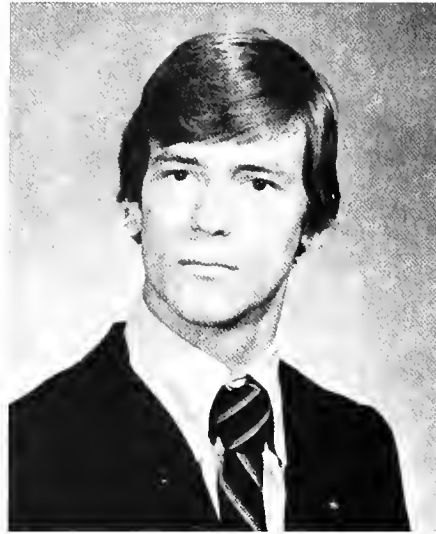
Scott Sheldon Twentyman
B.S. Biology

134672

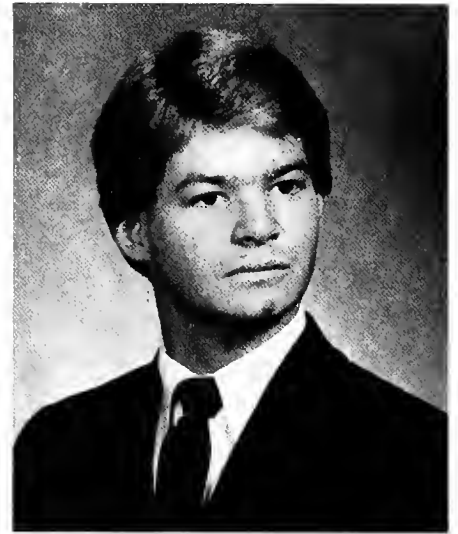
COLLEGE LIBRARY
HAMPSHIRE-SYDNEY, VA.



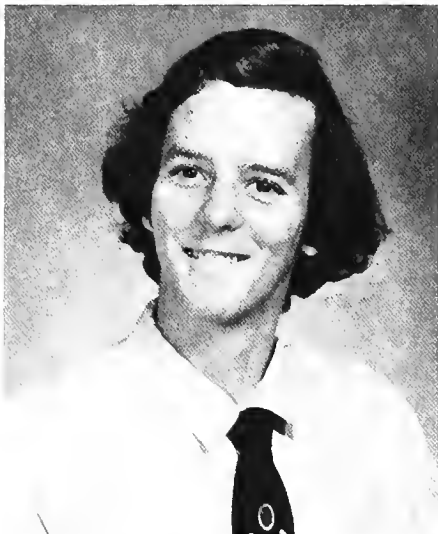
Douglas Hart VanNess
B.A. Government



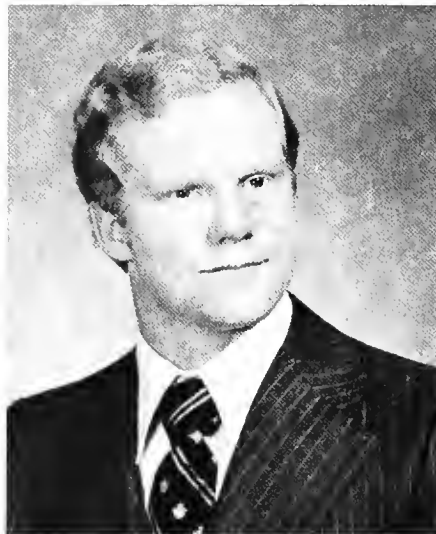
Thomas Carter Waddell
B.A. Economics



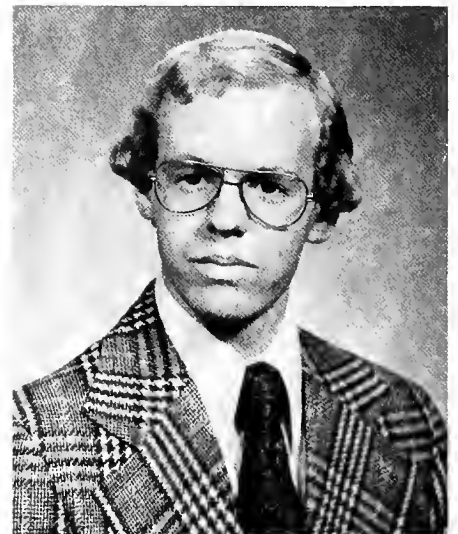
Barrye Langhorne Wall
B.A. Economics



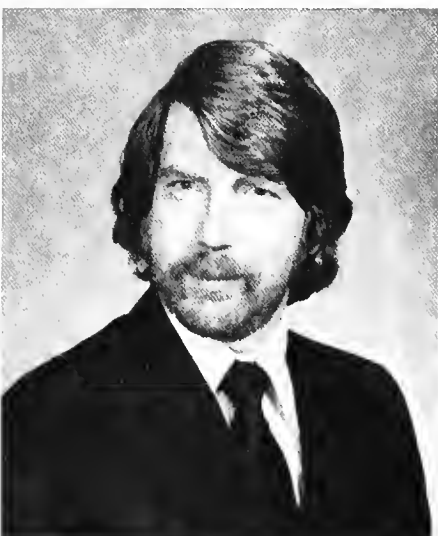
Steven Edward Wall
B.S. Biology



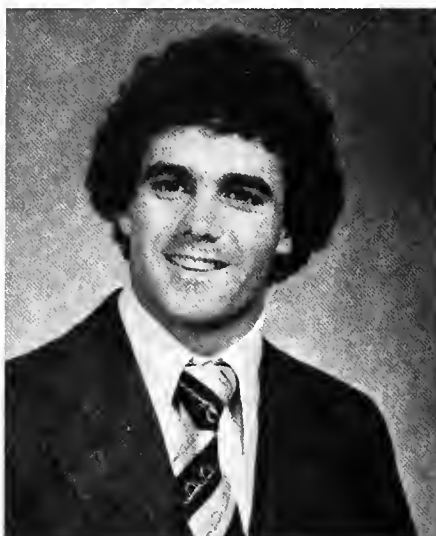
Thomas Craven Wall
B.S. Biology



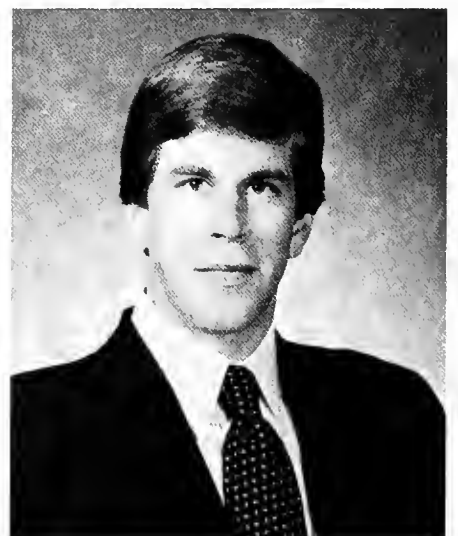
John Wistar Walke
B.S. Biology



David Bruce Ward
B.A. Economics



James Wheeler White
B.S. Biology



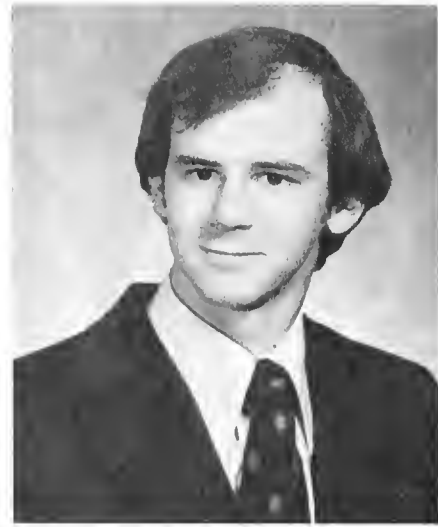
Robert Graham White, III
B.A. Humanities and
Economics



Robert Putnam Whitehouse
B.S. Biology



Robert Major Wilson
B.A. Economics



Edward Theodore Wolanski
B.S. Chemistry

Not Pictured

Thomas Page Allport
B.A. Psychology

Oliver Witcher Dudley, IV
B.A. Economics

Frederick Charles Hamer, III
B.A. History

William Ross Landreth
B.A. Government

Allen Wayne Rosen
B.A. Government

Bruce Everett Thompson
B.A. Philosophy

James Weldon Wallace
B.A. Economics

Lynwood Poythress Baird
B.S. Physics

David Gillen Graham
B.S. Interscience/Biochemistry

David Jackson Newcomer
B.S. Biology

Bennie Griffin Brown
B.A. Government

Mark Wayne Goodin
B.A. Government

Joseph Brown Heldreth, III
B.A. Economics

Gerald Edward Laumann
B.A. Government

Vincent Louis Silvestri
B.A. Economics

Charles Stockley M. Tipton
B.A. Economics

Charles Houston Webb
B.A. History

Philip Martin Bayliss
B.S. Chemistry

Taeho Kim
B.S. Biology

David Russell Terry
B.S. Biology

Patrick Campbell Devine, Jr.
B.A. Psychology

Irving Quincy Gratch, III
B.A. Chemistry

William White Lacy, Jr.
B.A. Psychology

James Fain Peebles
B.A. History

Noel Blaine Slone
B.A. Government and History

John Mason Underwood, II
B.A. Economics

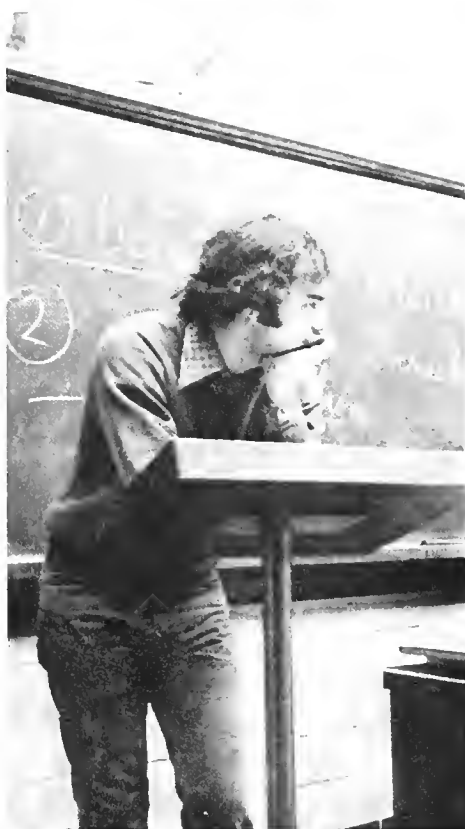
Robert Holt Whitt, Jr.
B.A. English

Buford Lee Driskill, III
B.S. Biology

Donald Lee McDowell
B.S. Chemistry

Harold Radcliffe Turner
B.S. Physics and Mathematics

Seniors at work . . .

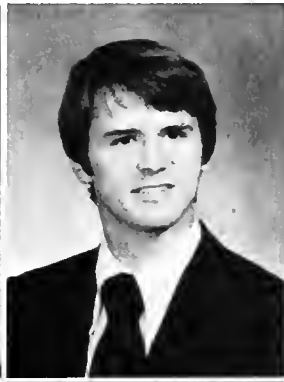
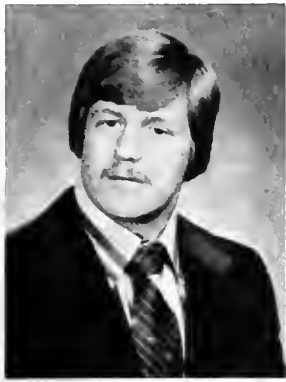


. . . and at play.



Juniors



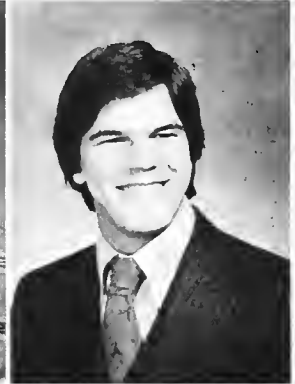


Mike Adkins
Sam Adsit



Bob Agee
Randy Appleton

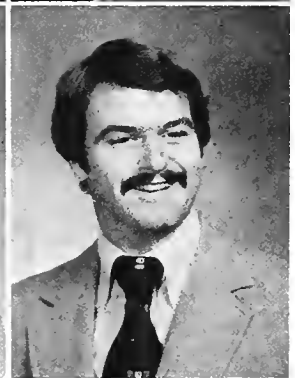
Tad Archer
Scott Aron
Rick Bagby



Wayne Bailey
Steve Barnhart
Gary Beck



Lewis Bell
Mike Bennett
Elliott Bondurant



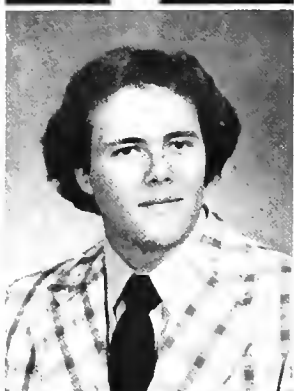
Dick Boyd



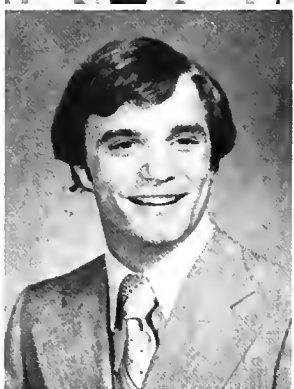
Joe Bradner



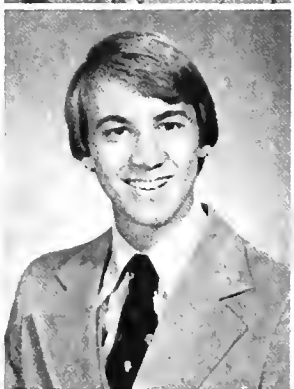
David Burgess



Greg Burnette
Jimmy Butler
Bob Calcote
David Cantlay



John Carpenter
Bob Chadwick
Stuart Christian
Clint Clary





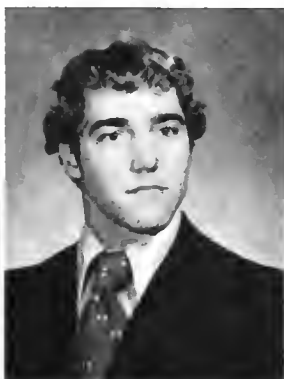
Gilbert Coleman



David Corrigan



Laird Craighill

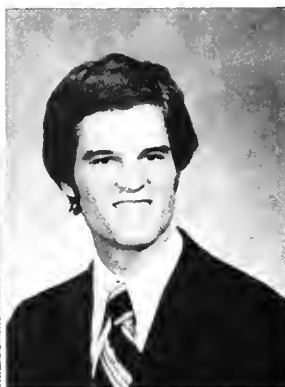


Hatcher Crenshaw
Rick Curtis
King Dietrich
John Eagan

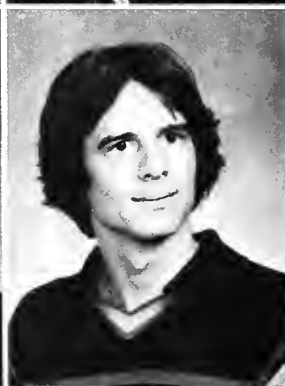
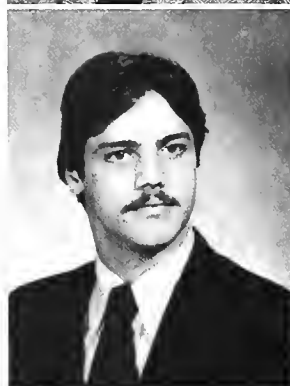


L. F. Elliott
Richard Epperson
Jerry Face
Marcus Fariss

Greg Feldmann
Craig Follo
Gary Fralin
Frank Fulton



Harold Gielow
Rusty Godfrey
Gary Goldstein
Amauri Gonzalez



Thomas Goode
David Haga



Chuck Hamer
Ran Henry



Trip Hobbs
Chip Holston





Jack Holz



Carter Hotchkiss



Kevin Howard
Bill Hughes
Tom Jackson
Ken Johnston



Jack Jones
Jeff Kelley
Phil Kelsey
Kendall Kilgore

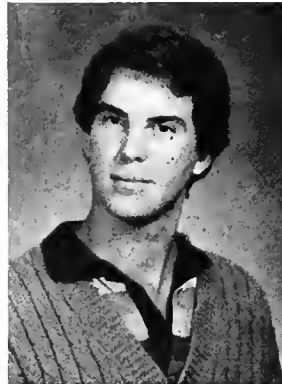


Erick Koroneos
Gideon Kyole
Craig Lamond
Dan Laughlin

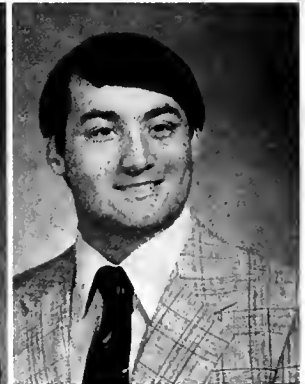
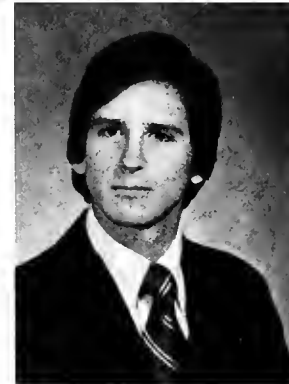
Dick Lea
Randy Leach
Gordy Lee



Joe Lemins
Frank Linares
Mark Longerbeam



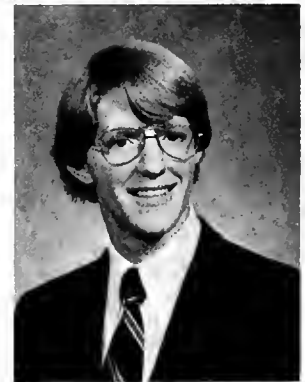
John Mansfield
Joe Marchetti



Steve McChristian



Shep Miller





Jeff Moles



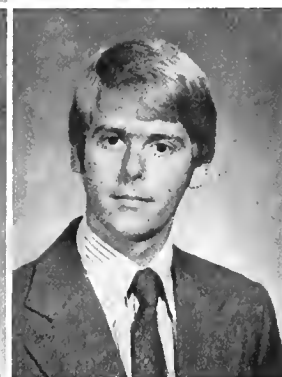
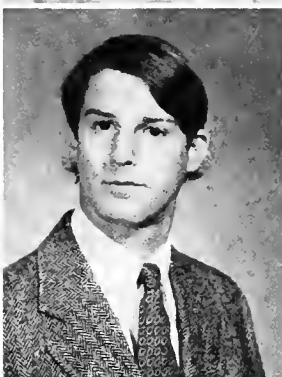
David Moore



Bill Newell
Bob Oldfield

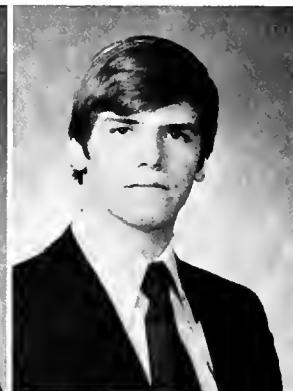


Mike Pace
Alec Pandaleon
Frank Pegram



John Power
Tommy Preston
Bill Richmond
Robert Ross

Scott Schoenhut
Will Seymour
Steve Smith
Walter Smith



Gerald Spurgin
Weaver Squire
Tom Stokes
Pat Stonnell



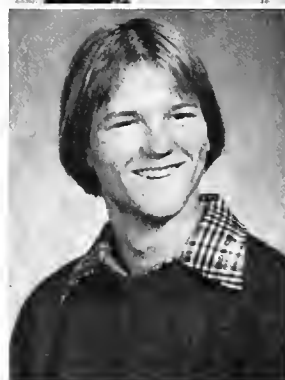
Skipp Sudduth



C.T. Talley



Jim Taylor

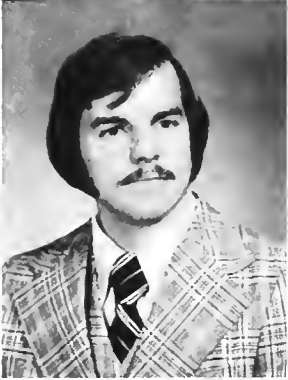




Rob Taylor
John Terry
Fred Thompson



Joe Wadsworth
Will Watkins
Clinton Western
Orrin Whyte



Roy Williams
Larry Willis



Will Willman
Billy Winburn



Ken Woodiey
George Wright

Sophomores



Mike Ackermann
Jim Adams
Jim Adams



Jim Alexander
Jeff Alloway
Phillip Anderson



Donnie Appich
Jonathan Atkinson
Terry Avison



Philip Baker
Ray Barnhill
David Barrs

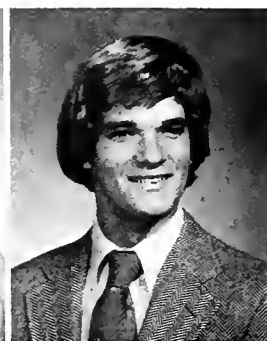


Ron Batliner
Kevin Beale
Bryan Beecroft

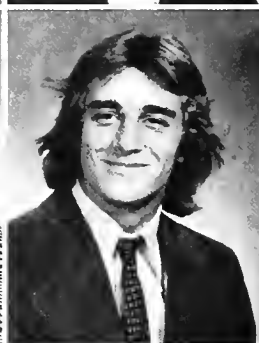


Don Benner
Jay Best
Billy Blackford

Jeff Boatwright
John Boross
Scott Boze
Chris Bradshaw



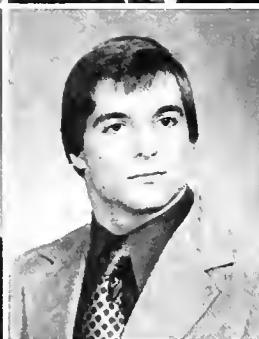
Chip Brierre
Paul Brooks



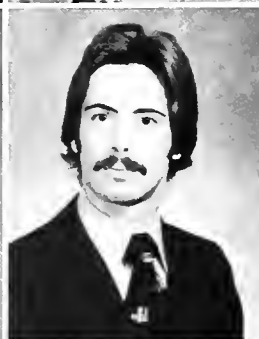
Denis Brown
Tucker Burge



Jack Burke
Ray Byrd



Brian Cann
Ricky Cash

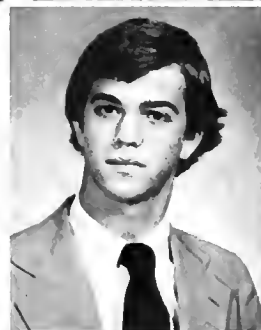


Steve Coffield
John Corey





Rob Cox
Donald Crouch
Bill Darden
Greg DeFrancesco



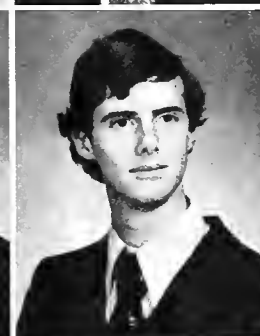
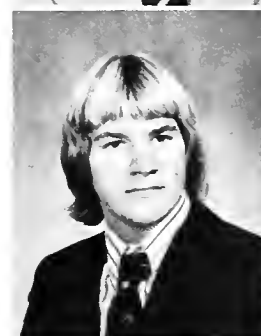
Bill Dickinson
Chuck Dietz



Augie DiMunno
Ralph Dodd



Randy Duffer
Bucky Durham



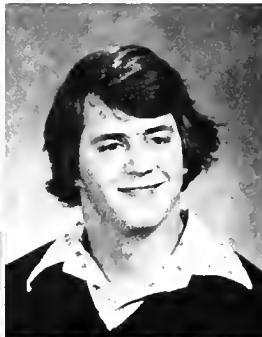
Jimmy Face
Fitz Ficklen



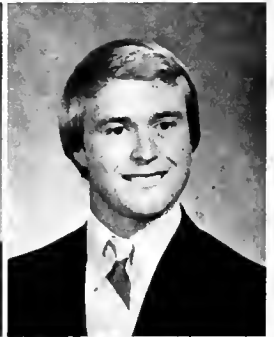
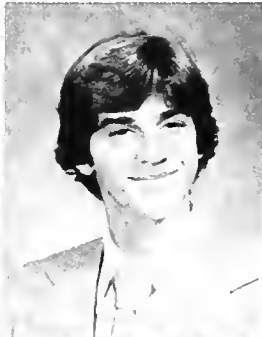
Ron Fischer
Bart Floyd



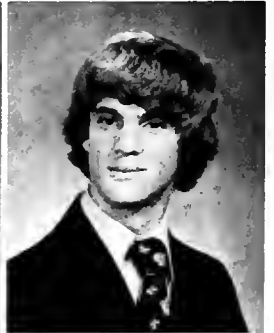
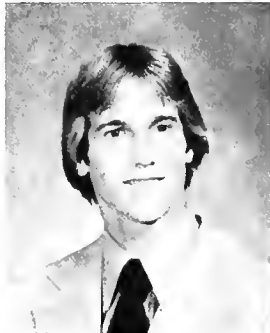
Trent Fox
Randy Fralin
Ford Francis
Frank Godbold



Tom Gray
Bob Grover
Bill Hardy
Bryant Hare



Bubba Harris
Sel Harris
Robbie Harris
Ricky Henley





Dave Holder
Bobby Howlett



Steve Hughey
Vance Hull



Bucky Irby
Jim Jervey



Lunsford Johnson
David Johnson
Matt Kasun
Gary Kavit



Bob Keefer
Tim Keena
Trent Kerns
Wade Kirby



Bill Leach
Clark Little
Chris Long
Tim Maxa

Overton McGehee
Seth Mellen
William Miles



Rob Modlin
Chip Moore



Mark Morris
David Newton



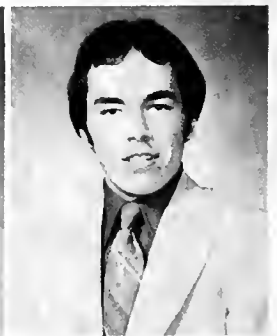
David Ogle
Mark Oliver



Andy Owens
Alec Pandaleon



Bill Pantele
Mark Patterson
Paul Peters





Doug Price
Jim Richards
Mark Richards



Pancho Richardson
Howard Rodman



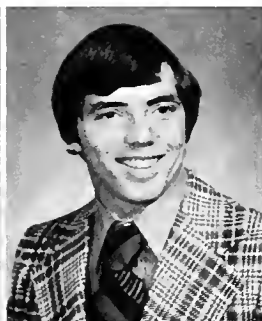
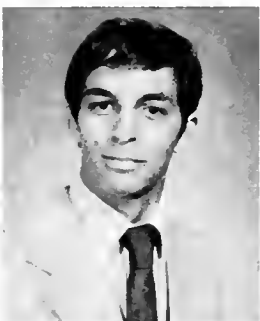
Bill Rusher
Vince Salazar



Amos Saunders
Mitchell Shaner



Willie Shelnut
Bob Shepherd



Marc Sherrod
Andy Shipp
Stewart Sigler

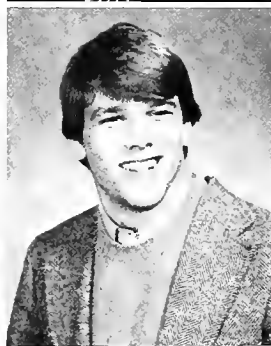
Tim Smith



Callen Sparrow



Joe Springer



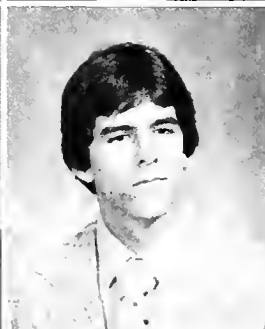
Owen Suter
Chris Stiebel
Loon-Kar Tan
Steve Tedesco

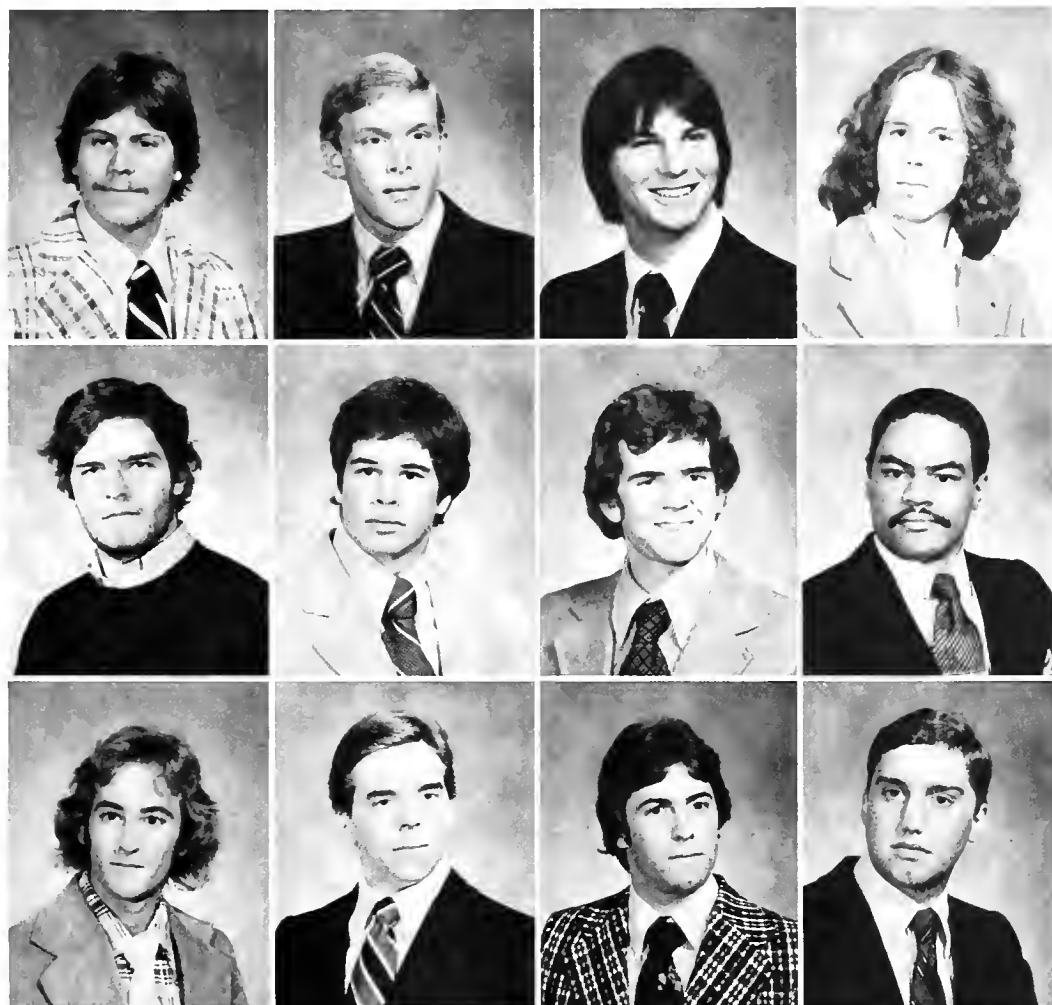


Vince Thomas
Mark Thompson
Joe Thornton
Mike Thornton



Keith Tignor
Rusty Tindall
Waring Tribble
Mike Turner



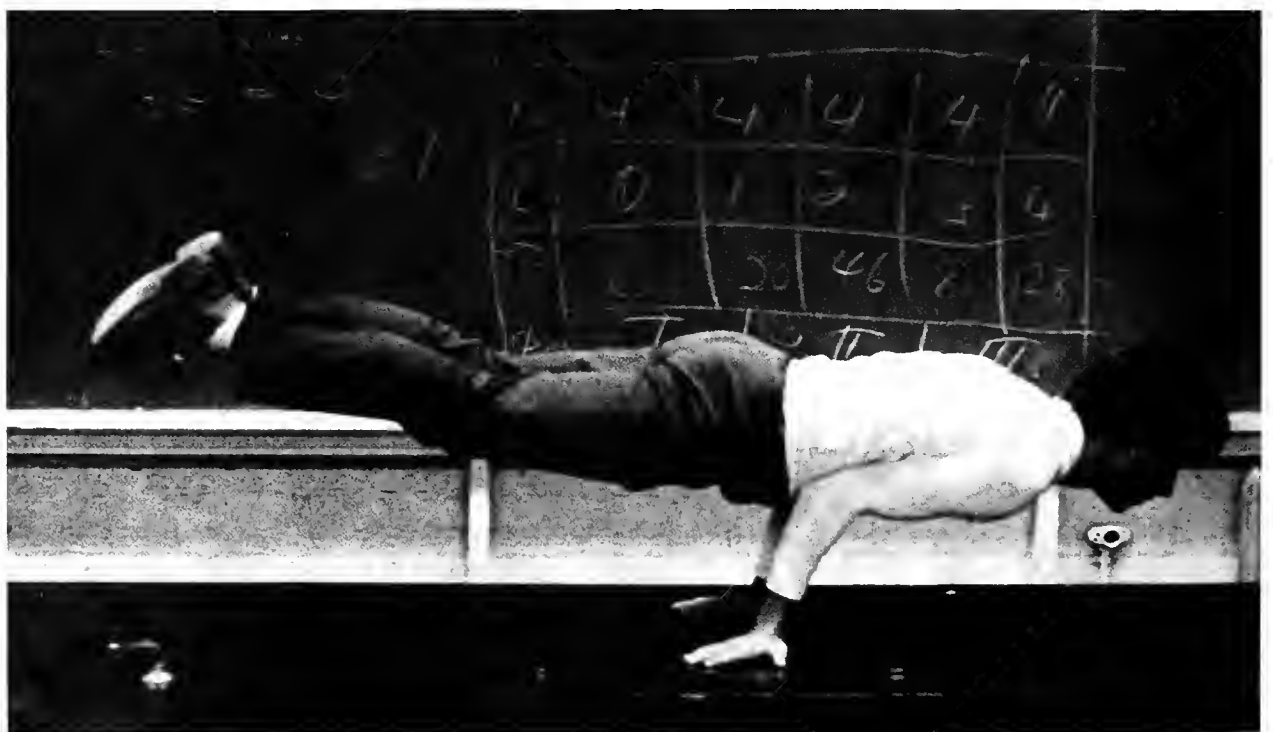


John Tyler
Warren Utt
Doug Warinner
David Watson

Jim Wayt
Eddie Whealton
David White
James Whitehead

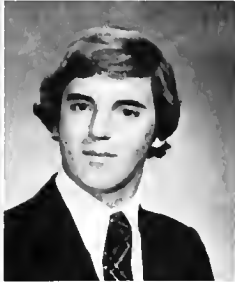
Frank Winks
Brian Witt
Mark Yates
Joe Ziglar

Freshmen





Johnny Anderson
Charlie Apperson
Bennett Atwill
Barry Auerbach

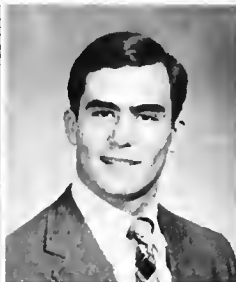


Bruce Baber
David Ball
George Ball
Dudley Bass

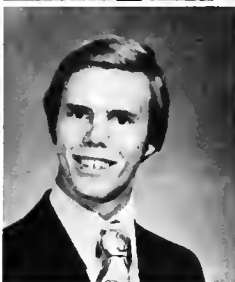
Mike Bishop
Marty Bohannon
Stewart Bond



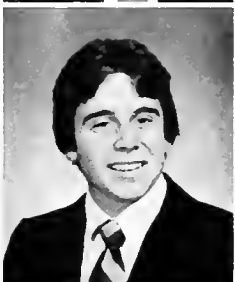
Brian Boucher
Brad Brown
John Bullard



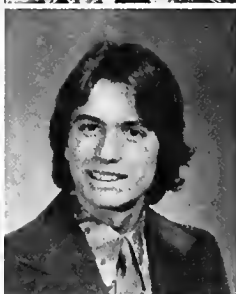
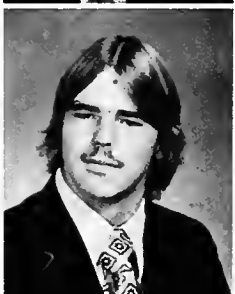
Landon Burke
Gordon Burks
Sergio Capocelli



Jeff Carlucci
Rick Carney
Doug Carothers



Bruce Coleman
Jeff Cordes
Parke Cox



Chuck Crook
Eddie Cumbey
Bill Currie
Tom Curtis
Mike D'Agata



Jeff Daly
Mark Davis
Tom Davis
Doug Denham
Dan Doherty



Demetri Economos
Mike Edwards



Sam Eggleston
Russ Evans



Mike Fay
Henry Fine



Tim Fitzpatrick
David Fletcher



Preston Fox
Bill Freeman





Tracy Gammon
Ward Good
Billy Grier
Bruce Gunn
Fred Haar



Henry Hale
Bill Hancock
David Harrington
David Haw
Tim Henry



Louis Holgate
David Huddle



Ward Huntley
Danny Huskey



Fred Irving
Bill Jervey



Bill Jones
Mike Joynes



Drew Karo
Dan Keane

John Keesling
Scott Keller



Tony Kent
Phillip Key



Ken Kilgour
John Kyle



Keith Leach
Ken Leach



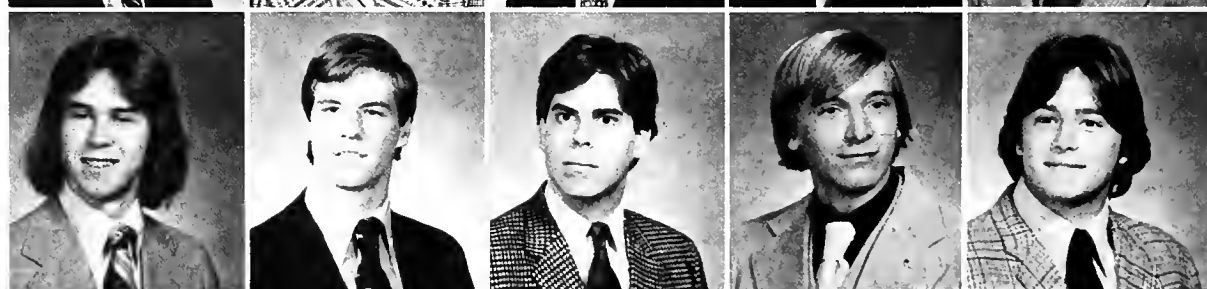
Cary Levering
Bolling Lewis
Marty Long
Ed Mack
Kevin Mahoney



Walter Malone
Walt Manger
Camp Marks
Allen Mason
Jon Mastropaolo



Mayor McCulloch
Scott Moorhead
Bill Morgan
Reggie Morris
Dabo Noftsinger





George Norrington



Jon Pananas



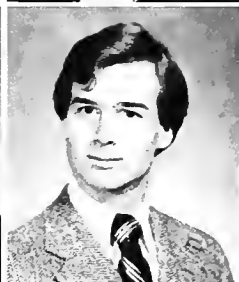
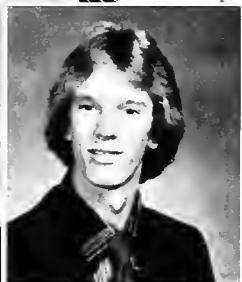
Manic Parker



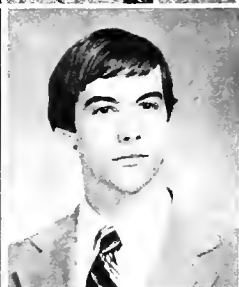
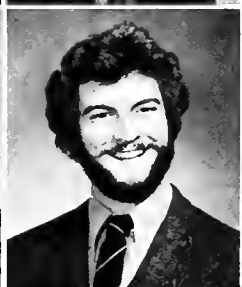
Mitch Peterson



Andy Pollock
Dave Porterfield
Warren Quinn
Craig Ramsey
Randy Randolph



Randy Reed
Everett Revell
Mike Rhea
John Rhodes
Fritz Ritch



James Robertson
Ted Robertson
Robert Rose
Doug Ross
Scot Ross



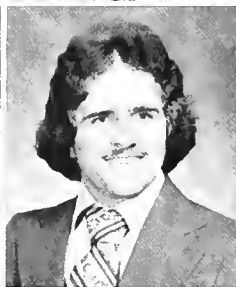
Andy Rowe



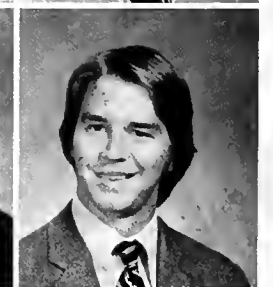
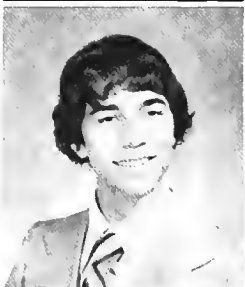
Mark Rummel
Raiford Rustin
Lee Salsbery
Skip Sawyer
Danny Schein



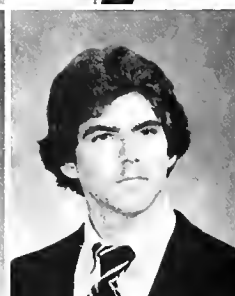
Wes Schuessler
Mike Schumacher
Slade Screven
Kevin Seay
Rhea Shelton



David Sherrod
Don Silvester
Rucker Snead
Bobby Snidow
Bill Stephenson



Gordy Stokes
Jim Taylor
Phil Taylor
Jay Thompson
Warren Thompson





Pete Thornhill



Bill Thornton
Royster Tucker
Francis Vanboncoeur
Craig Vranian
George Waldrop



Richard Ware
Frank Watkins
Doug Watson
Robbie Watson
Jim Weaver



Bruce Webb
Dwight Webb
David West
Greg Wilkerson
Richard Willis



Bill Winfield
Leonard Winslow
Taylor Wootton
Bob Wrenn
Pete Wyeth

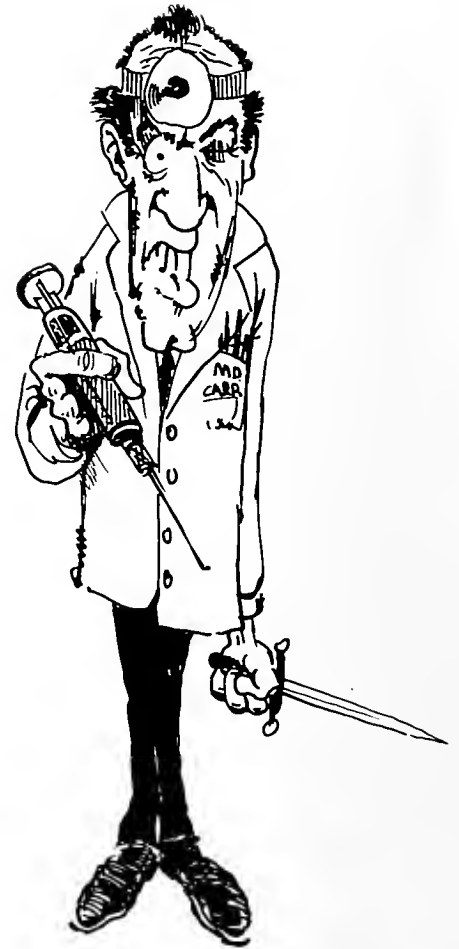


S T A F F



Infirmary

Dr. A.B. Adams
Mrs. Roberta Crawley
Mrs. Linda Martin



Campus Security



Charles McFadden

Buildings and Grounds



I.D. Beaumont
C.W. Cason
S.W. Kernodle
R.E. Oliver
W.H. Paige
G.W. Sheffield
J.M. Spittle
Mrs. Queta Watson
Mrs. Merle Wells
S. Womack



Book Store

W. Wilson Watson,
Manager
Erlene Bowman
Joyce Eggleston



H-S Museum

Mrs. P.T. Atkinson, Curator



Slater



Secretaries



First Row: Vickie Wilson, Brenda Garrett, Kathy Smith, Merci Lackes, Barbara Livingston. Second Row: Shirley Mottley, Florence Seamster, Nancy Saylor, Joyce Thompson, Linnie Kernodle

Business Office

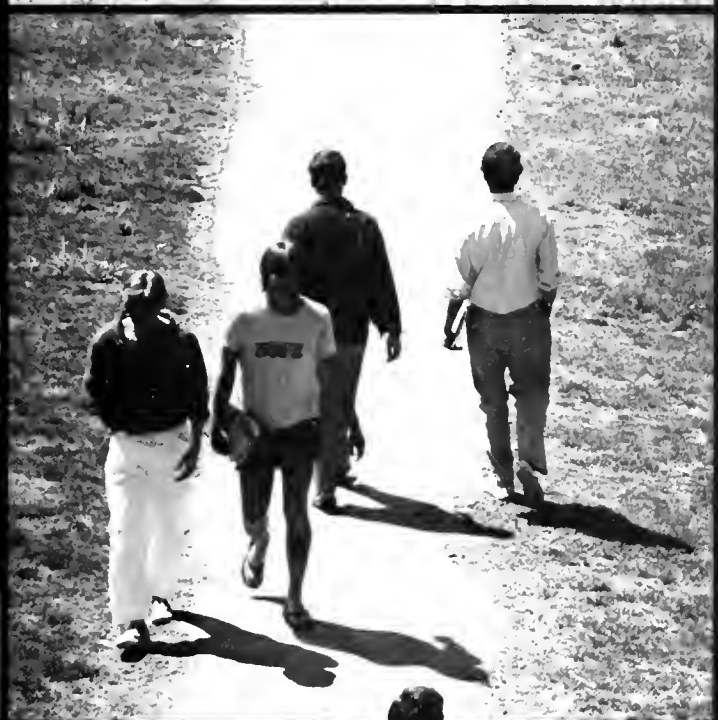


Virginia McFadden, Doris Cook, Barbara Reinhardt, Erma Clements





ORGANIZATIONS

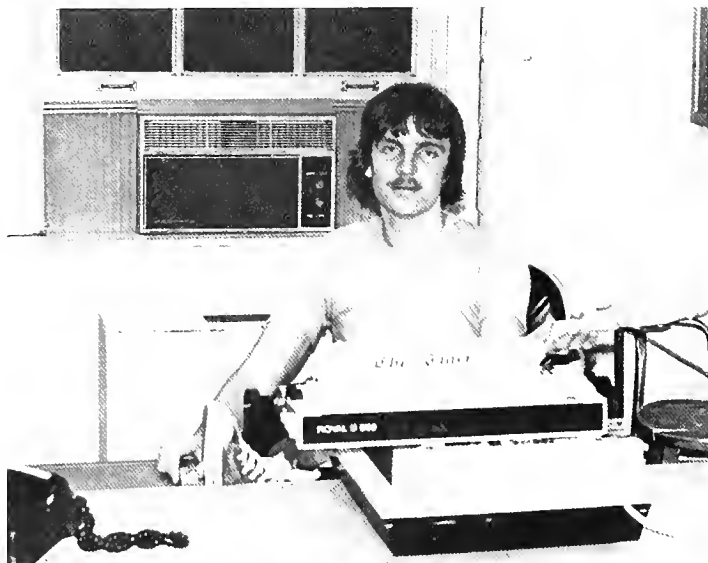




CIVIC



The Tiger



Ran Henry, Editor in Chief



Ted O'Hanlan, Review Editor
Steve Wall, News Editor
Larry Willis, Sports Editor



First Row: Bill Rusher, David Klein, Jay Best, Ken Woodley, Howard Rodman. Second Row: Sel Harris, Eddie Whealton, Lewis Bell, Fritz Ritsch, Marc Sherrod, Ed Mack, Sam Eggleston, Bill Redd, Joe Richardson. Third Row: David Sherrod, Overton McGehee, Fred Thompson, Mike Fay, Mark Morris. Absent: Allen Rosen, Shep Haw, Mike McCahey, Jeff James, Bill Darden, Barry Cutright, Tim Fitzpatrick, Steve Farthing, Ken Kilgour, Sam Groseclose, Greg DeFrancesco, Greg Haley, Orran Brown, Billy Wimburn.

Glee Club



First Row: Pete Thornhill, Bill Wingfield, Andy Owens, Paul Brown, John Jeans, Lee Salsbery, Louis Holgate, Jim Richards, Robert Rose. Second Row: Dolph Rustin, Stewart Bond, Warren Quinn, Jim Chou, Phill Bayliss, Dr. Paul Jagasich. Third Row: Robert Snidow, Taylor Boyd, Mark Rummel, John Canter, Wade Kirby, James Whitehead, Francis Varboncoeur, Randy Traynham, Wes Schuessler. Back Row: Mike Rhea, Rick Cash, Doug Hilton, John Rhodes, Jerome Laux, Waring Tribble, Jeff James, Dr. Wayne Tucker, Jim Jones, David Heppner, Marc Sherrod, Fred Irving.



Garnet

Dan Groseclose, Editor

Lee Driskill, Business Manager

David Klein

Marc Sherrod

Interfraternity Council

First Semester

Ted O'Hanlan — President

Tom Coyle — Vice President

Greg Feldman — Sec.-Treas.

Second Semester

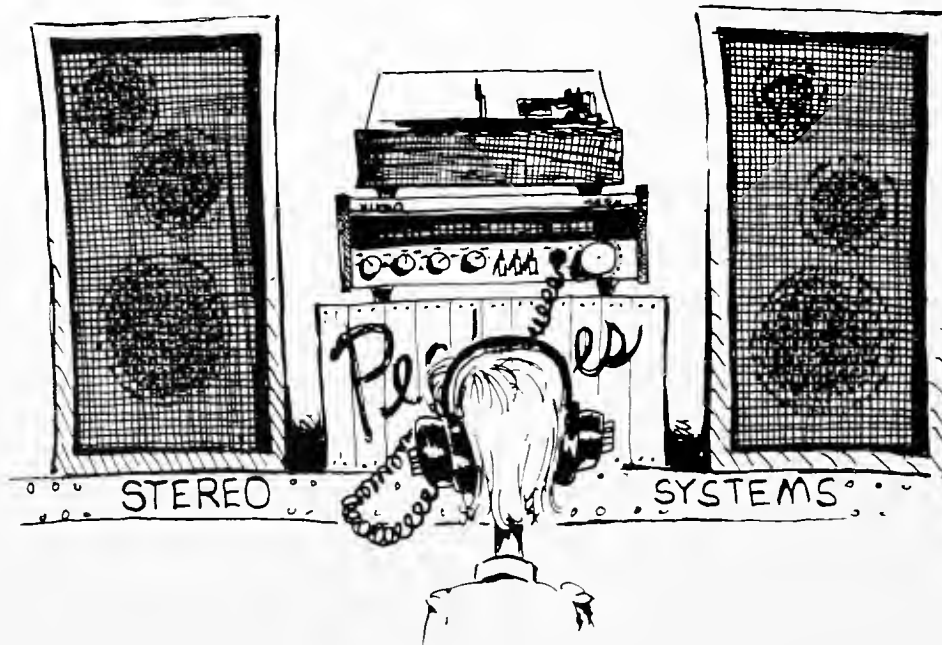
Tom Coyle — President

Drew Fuller — Vice President

Brian Cann — Sec.-Treas.



Campus Activities Committee



Ben Brown, Sam Groseclose, Ken Johnston
Tri-Chairmen

Kaleidoscope



Jay Moore, Co-Editor



Jay Earhart, Co-Editor



Other Staff

George Wright, Business Manager

Photographers:

Lewis Bell

Andy Pollock

Howard Rodman

Steve Wall

Billy Winburn

Layout Staff:

Louis Holgate

Steve Tedesco

Art Staff:

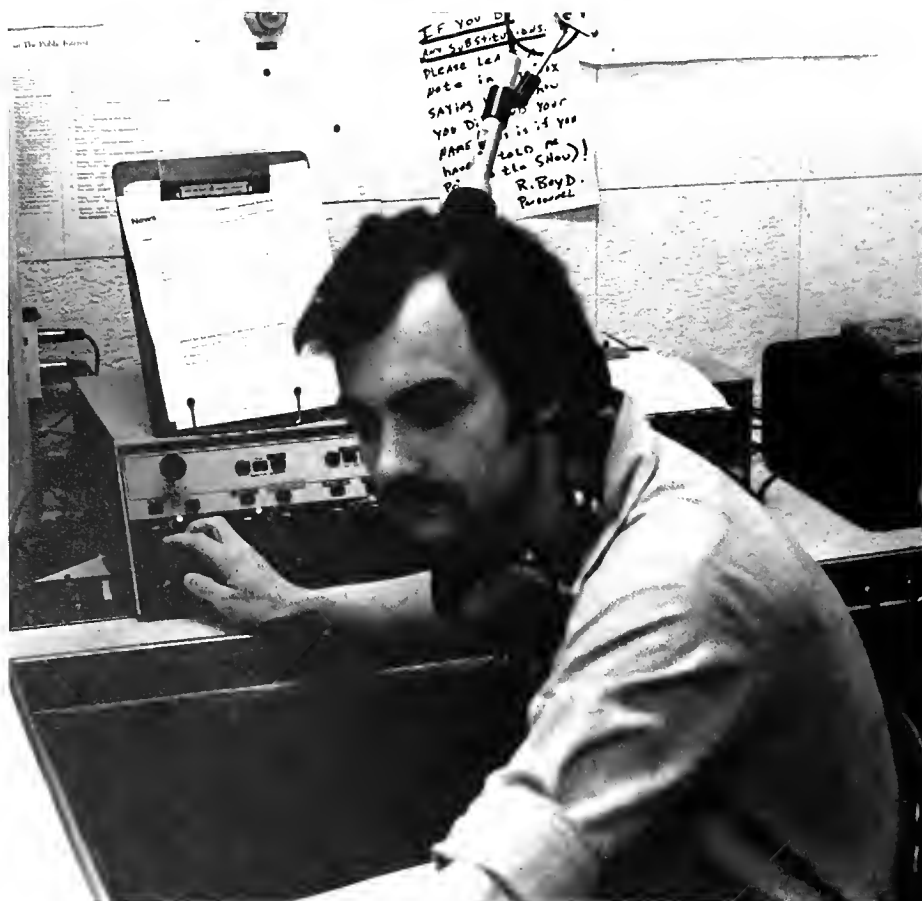
Anne Joyner

Kathy Rogers

Cathy Hull



First Row (L to R) — Craig LaMond, Pat Berg, Orrin Whyte, Wilbert Parker, Rory Murphy, Howard Rodman, Jerome Laux, Jim Alexander (below) — Paul Smith (above) — Jay Best, Rob Cox, Mark Longerbeam, Bud Fidler, Irv Gratch, James Jennings, Second Row (L to R) — Dan Doherty, Ron Bathner, Tom Bernard, James Whitehead, Amos Saunders, Andy Pollock, Bill Grier, Mike Fay, Kevin Seay, Matt Kasun, Jim Sadighian, Spic Baker, Bill Leach.



WUHV 97
fm Stereo
The Voice of H-S C



Board of Publications

John Boross . . . Production Director
Jim Alexander . . . Sports Director
Jane Pace
Mary Thompson . . .
 . . . Entertainment Directors



Student Government Officers



Rick Curtis, Secretary-Treasurer; Bill Redd, President; Orran Brown, Chairman of the Student Court

Student Court

First Row: Orran Brown, Doug Freeman. Second Row: Marc Sherrod, Doug Watson. Third Row: Sam Eggleston, Bill Pantele. Fourth Row: Waring Tribble, Greg Feldman. Fifth Row: Tom Jackson, Drew Davis. Sixth Row: Bill Morgan. Absent: David Klein, Billy Winburn.



Student Senate

Mike Harcum
Tulane Patterson
Ed Synder
Bob Chadwick
Thomas Goode
Joe Marchetti
John Corey
Tim Keena
David Newton

Fire Department



Bob Livingston	Andy Pollock
George Bumgardner	Doug Ross
Scott Schoenhut	James Robertson
Marvin Goin	Bob Wrenn
Mark Longerbeam	Bob Keefer
Barry Riddle	David White
Mark Morris	David Newton
Overton McGehee	Keith Tignor
Joe Leming	Paul Peters
Mike Dowler	Ray Williams
T.J. Jackson	Bart Floyd
Ralph Crawley	Ben Jones
Paul Smith	Walt Manger
John Walke	David Barrs
Bucky Durham	Lyle Morton
Jeff James	Nat Wilkerson
Jeff Alloway	Lee Salsbery



Chief Bob Livingston



IBΣ

Iota Beta Sigma is a fraternity
honoring excellence in broadcasting.

Jay Best
Dick Boyd
Charles Clark
Bill Darden
Bud Fidler
Jerome Laux
Amos Saunders
Paul Smith
Orrin Whyte
Dr. Jorge Silveira

Who's Who

David Klein
Sam Groseclose
Bob Livingston
Paul Smith
Ted O'Hanlan
Ben Brown
Bill Redd
Frank Martin
Orran Brown
Jay Moore
Drew Davis
Wayne Old
Phil Bayliss
Allen Rosen
Tulane Patterson
Robert Burrell
Jay Earhart

Circle K

Wayne Old
Louis Holgate
Steve Tedesco
Bud Fidler
Pete Watson
Tom Wall
Matt Kasun
Bill Leach

Students for Community Service

Rick Curtis
Billy Abbott
Jim Kelly
Greg Love
Dick Bagby
Bob Calcote
Jim Ferguson
Kevin Howard
Larry Woodward
Ray Byrd
Bob Chadwick
Ford Francis
Tommy Garner
Dan Unger
Trip Wilson
Greg Wilkerson

ΠΔΕ

Pi Delta Epsilon is a division of the Society of Collegiate Journalists, an organization created to acknowledge excellence in the area of collegiate journalism.

Jay Best
Bill Darden
Jay Earhart
Bud Fidler
Dan Groseclose
Ran Henry
Jay Moore
Ted O'Hanlan
Amos Saunders
Marc Sherrod
Paul Smith
Fred Thompson
Steve Wall
Larry Willis
Billy Winburn
Ken Woodley
Dr. William Hendley
Marty Sherrod
Dr. Hassel Simpson

ΟΔΚ

Omicron Delta Kappa is an honorary fraternity recognizing individuals who, through significant leadership in various phases of campus life, contribute wholesomely to the college.

Greg Feldman
Pete Watson
Bill Redd
Orran Brown
Keith Love
Rick Curtis
Wayne Old
Sam Groseclose
Phil Bayliss
Bob Calcote
Tom Coyle



ACADEMIC



ΦΒΚ

Fratres in Collegio:

Orran Lee Brown
Samuel Lee Groseclose
Scott Sheldon Twentyman
Edward Theodore Wolanski
Robert Daniel Groseclose
Philip Martin Bayliss
Scott Wesley Berglund
Paul Garland Brown
Joseph Thomas Francis, Jr.
Taeho Kim
Robert Elford Livingston, Jr.
William DeHart Redd
Paul English Smith
Frank Dew Stoneburner, Jr.
Barrye Langhorne Wall
Thomas Craven Wall

Fratres in Facultate:

Dr. Bagby
Mr. Brinkley
Dr. Crawley
Dr. Farrell
Dr. Heinemann
Dr. Joyner
Dr. Norment
Dr. Porterfield
Dr. Sanders
Dr. D.S. Thompson
Dr. G.H. Thompson
Dr. Tucker

Fratres in Urbe:

Mr. Sherrod
Dr. McClintock
Dr. Gilmer
Dr. Holbrook

ΟΔΕ ΧΒΦ

Omicron Delta Epsilon is an honorary economics fraternity dedicated to the advancement of the study of economics and honoring those students of economics who show particular interest in the discipline.

Philip Davis
Thomas Godfrey, Jr.
Joseph Heldreth, III
J. Christian Kohler
James Litton
Harland Miller, III
J. Adair Moore, Jr.
Wilson Newell, Jr.
Barrye Wall
F. Marcus Fariss
Frank Pegram
Robert Ross
Prof. Robert Harris
Dr. William Hendley
Dr. Moses Musoke
Dr. Francis Spreng

Chi Beta Phi is a national honorary scientific fraternity existing to recognize excellence in scientific endeavors and to encourage participation in scientific fields.

Bob Agee
Phil Bayliss
Paul Brown
Jim Chou
Richard Curtis
Amauri Gonzalez
Sam Groseclose
Robert Livingston
Mike Nerney
Wayne Old
Barry Riddle
Dolph Rustin
Steve Smith
Hank Stoneburner
Scott Twentyman
John Walke
Tom Wall
Pete Watson
Ed Wolanski

ΗΣΦ

Eta Sigma Phi is the national honorary classical fraternity. Its membership includes those individuals who have demonstrated high proficiency in the study of the classics.

Orran Brown
Robert Whitt
Jay White
Robert Wilson
Bradley Parsons
Paul Smith
Barry Cutright
Ted O'Hanlan
Barry Riddle
William Redd
Jeff James
Joe Leming
Tom Douglas
Randy Stokes
William Plunkett
William Leach
Scott Berglund
Lewis Bell
Bob Agee
Bob Livingston
David Haugh
Greg Feldman
Tim Keena
Bart Floyd
Jim Adams
Dr. Graves Thompson
Dr. C. Wayne Tucker
Mr. John Brinkley
Dr. Donald Ortner
Dr. Lewis Drew
Dr. Richard McClintock
Mr. Thomas Shomo
Elsa Harvey
Mrs. Graves Thompson
Teresa Wood
Rhonda Simms

ΠΣΑ

Pi Sigma Alpha is the National Political Science Honor Society. It recognizes juniors and seniors who have attained high standards of scholarship and academic distinction both in political science and in the sum total of their academic work.

Steven McChristian
William Redd
Franklin J. James
John Canter
Robert Whitt
Orran Brown
Michael Bennett
Keith Love
John Carpenter
Dr. Joseph Goldberg
Dr. David Holly
Dr. David Marion
Dr. James Simms
Mrs. James Simms
Dr. Robert Hubbard

EXIT



S O C I A L



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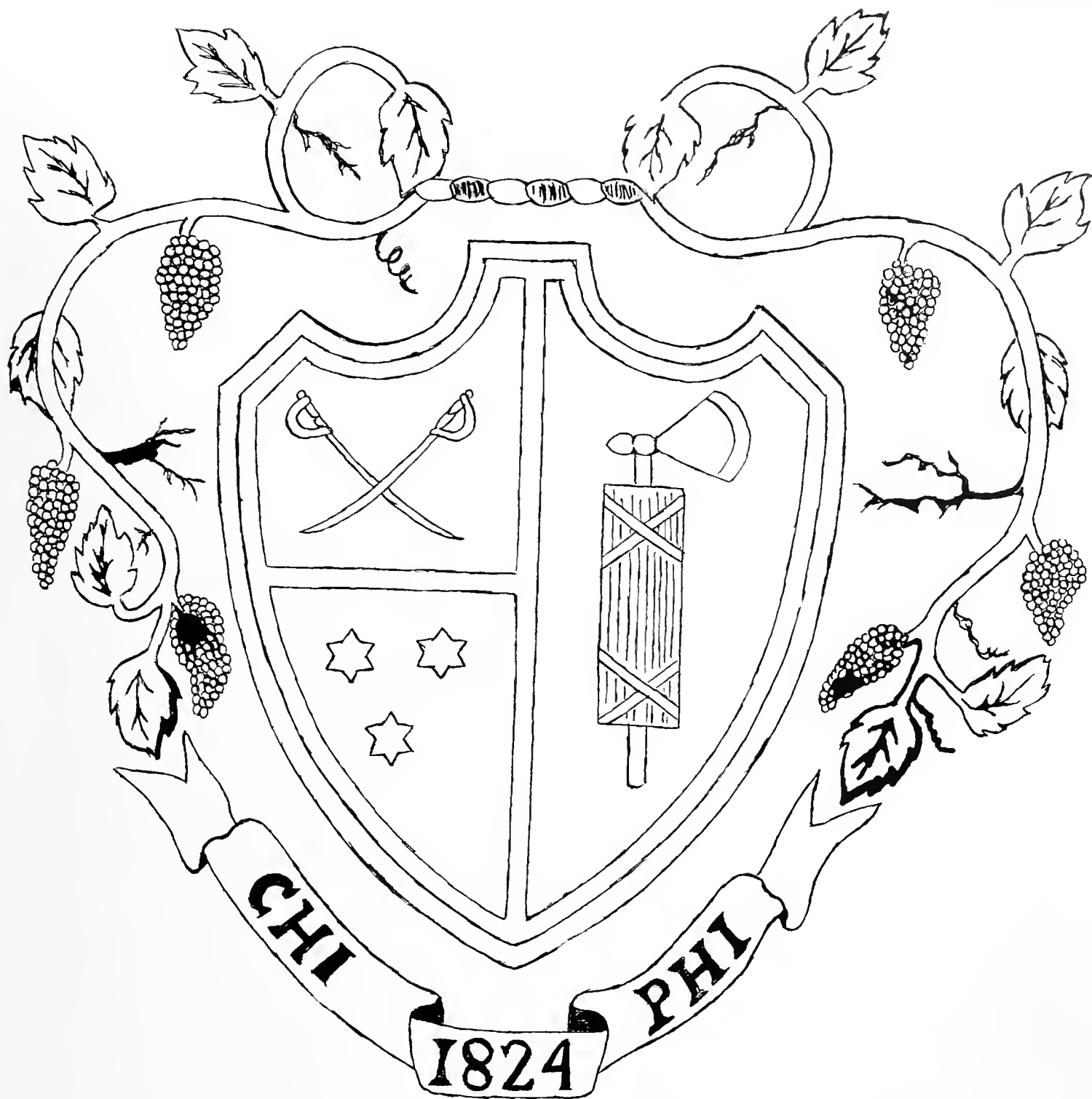
R.H. Blank
 B.G. Brown
 S.G. Caldwell
 S.G. Green
 D.H. LaMotte
 J.C. Lester, Jr.
 J.E. Mansfield
 F.C. Martin
 R.C. Morehead
 R.S. Sutton
 T.C. Waddell
 R.H. Whitt
 T.M. Akers
 J.P. Bradner
 L.L. Dillard
 D.E. Ellis

F.M. Fariss
 G.S. Hobbes
 W.B. Holston, III
 D.J. Lucey
 C.R. McKenney
 R.B. Rustin
 W.A. Winburn
 M.F. Ackerman
 P.B. Baker
 P.H. Brooks
 J.L. Davis
 W.H. Edwards
 D.R. Fuller
 R.B. Hare
 L.P. Huff
 S.B. Mellen

A.D. Owens
 S.M. Sigler
 W.M. Taylor
 J.T. Wayt
 J.M. Ziglar
 C.W. Crook
 A.D. Feld, Jr.
 P.D. Fout
 R.B. Hayes, III
 C.L. Johnson
 D.A. Keane
 J.B. Lewis, III
 W.H. Morgan, Jr.
 R.C. Parker
 R.K. Pearson, Jr.
 B.K. Witt

CP
HH
II



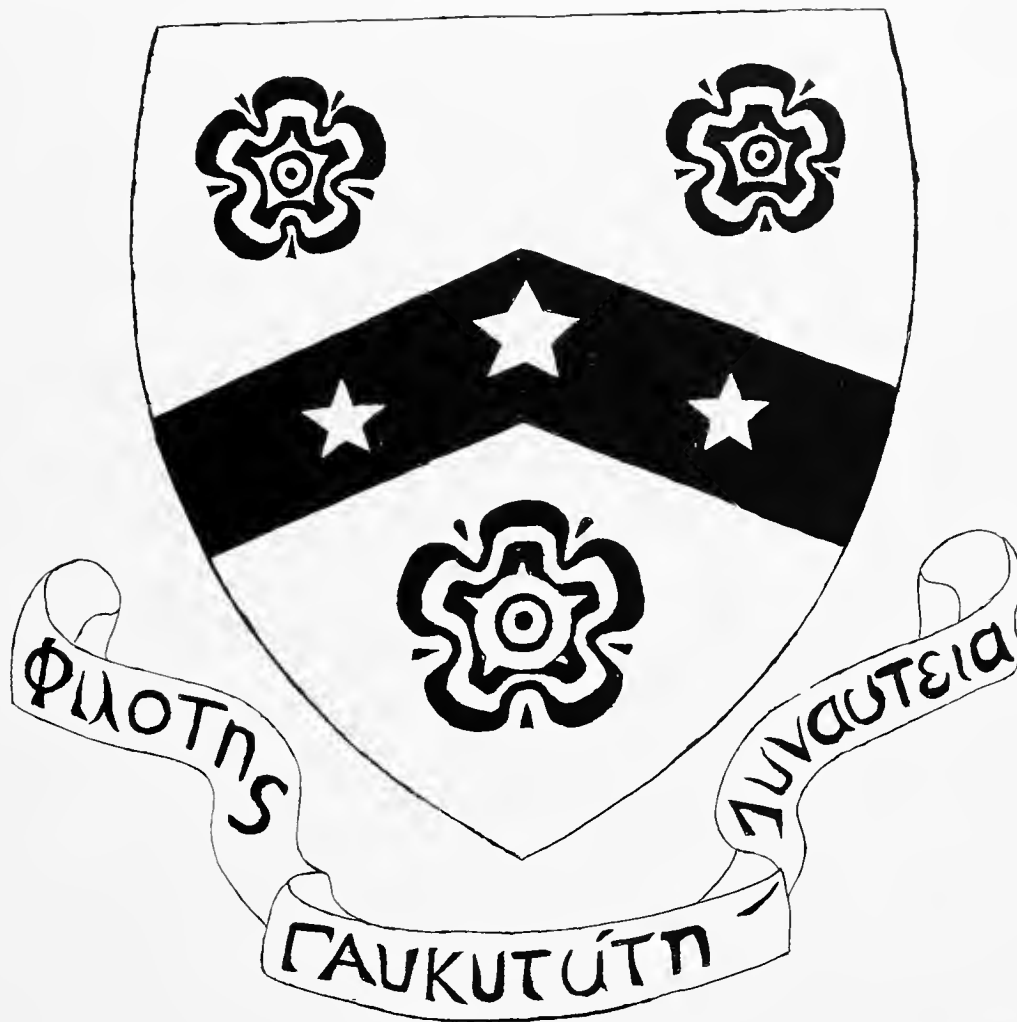


C.I. Clark
 J.E. Fidler
 F.C. Hamer
 D.W. Rennolds
 R.P. Whitehouse
 W.C. Hughes
 M.K. Kiser
 G.C. Lee
 R.P. Mason
 J.C. Richardson

S.E. Schoenhut
 J.V. Ciucci
 D.R. Hauch
 W.G. Plunkett
 R.J. Shepherd
 D.M. Slack
 D.P. Watson
 W.D. Bass
 G.D. Mason
 G.S. Waldrop

P G D
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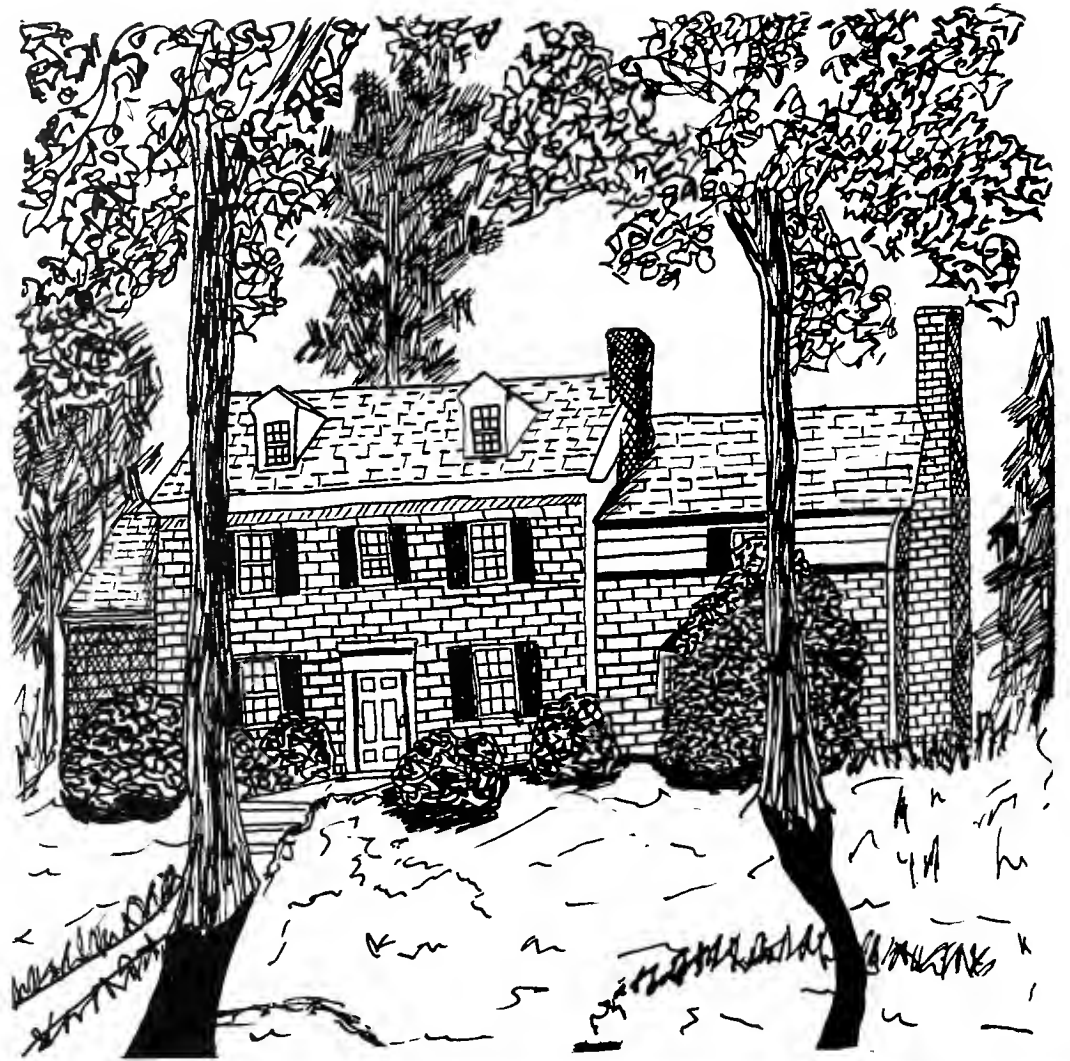


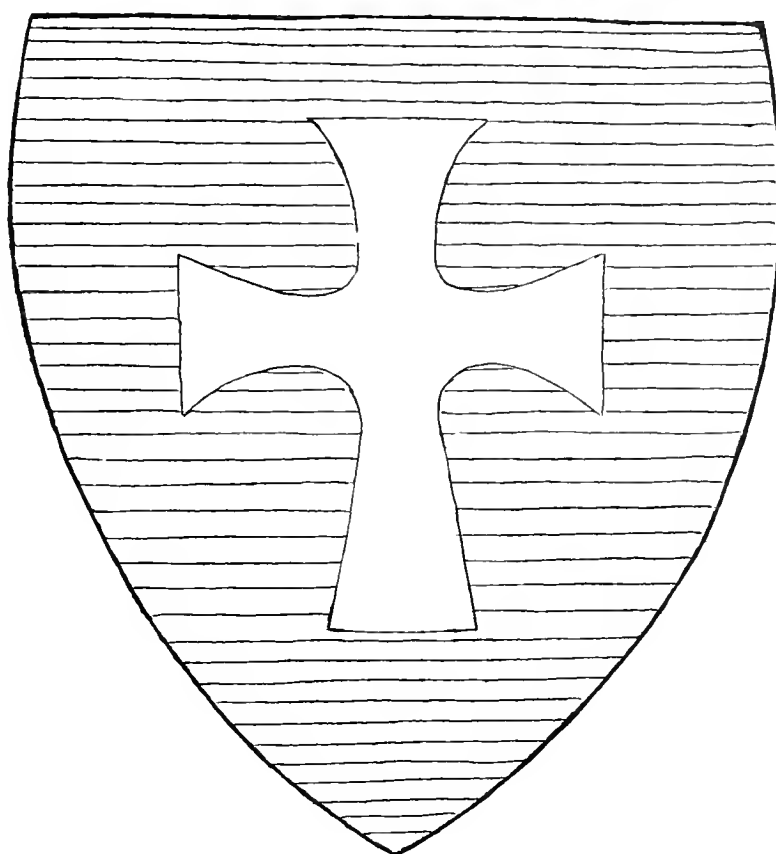
R.M. Bayliss
 J.W.F. Canter
 M.W. Goodin
 D.G. Graham
 R.D. Harris
 F.J. James
 J.E. Sommers, III
 T.C. Wall
 J.D. Carneal, Jr.
 J.T.M. Chou
 S.J. Coffield

J.B. Coulter
 J.J. Fararo
 H.R. Gielow
 E.S. Hunter, III
 C.D. Laughlin
 G.F. Willman
 J.W. Anderson, Jr.
 B.W. Auerbach
 B.A. Baber, Jr.
 D.S. Denham
 S.D. Farthing

T.M. Fitzpatrick
 D.H. Fletcher
 W.J. Hancock
 J.C. Keesling
 P.S. Laughlin
 J.S. Pananas
 D.L. Porterfield
 M.C. Rummel
 D.J. Rutledge
 W. Schuessler

SIGMA





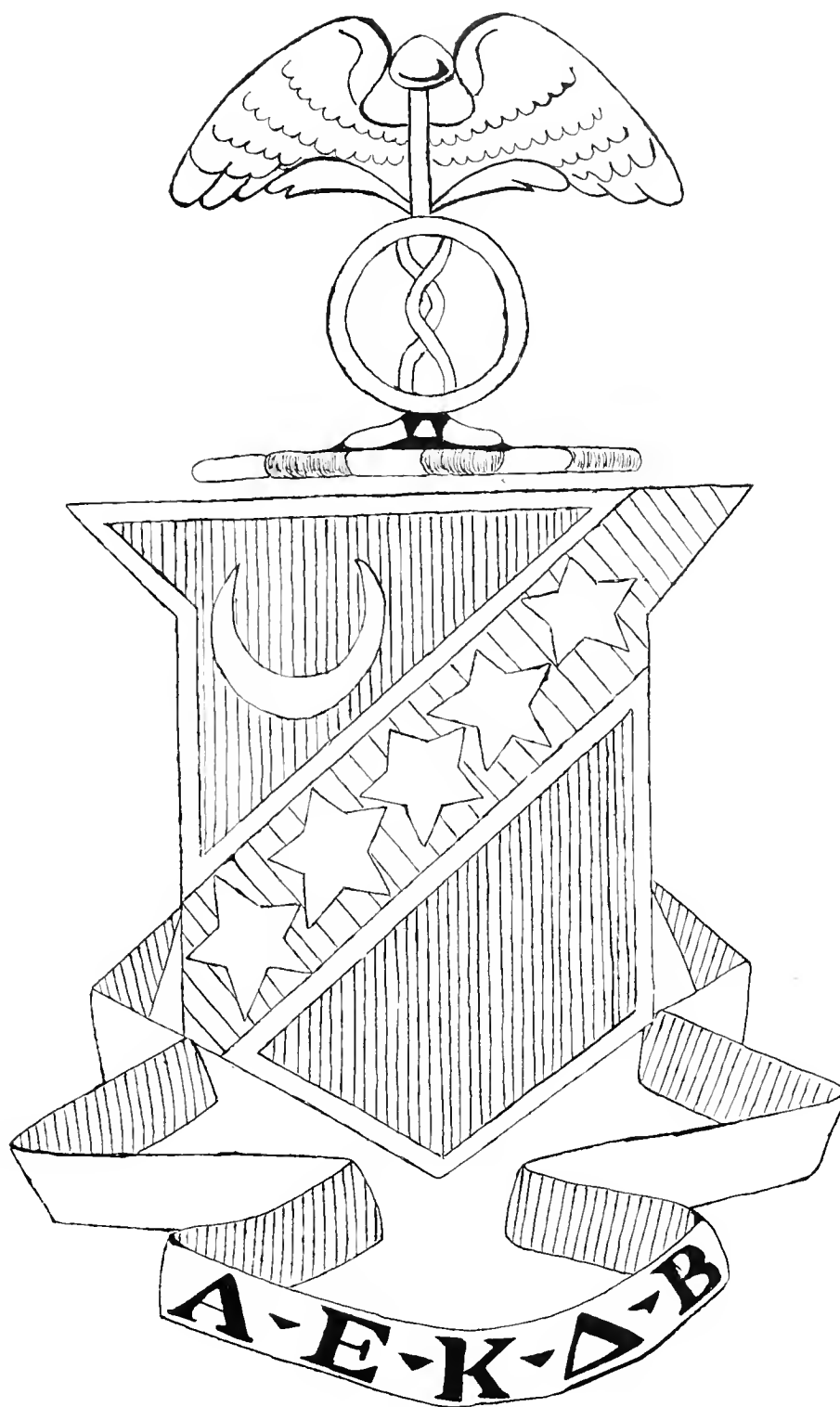
J.G. Baker
C.F. Blackwell
J.M. Burbank
B.M. Cart
D.M. Daniel
N.P. Farmer
G.M. Fauth
C.L. Pitzer
S.E. Wall
T.B. Archer
P.E. Armstrong

J.S. Bean
W.D. Blackford
R.V. Hatcher
S.L. Hughey
J.K. Killgore
J.A. Martin, Jr.
J.A. Mell
C.S. Shaw
C.L. Bradshaw
R.T. Brierre, III
W.D. Brown, IV

J.D. Burke
W.A. Dickinson, III
D.C. Poehler
G.R. Preas, II
J.C. Sparrow
E.B. Tazewell
S.H. Tucker
W.E. Harrison
J.S. Molster
W.C. Newman, IV

KAPPA SIGMA





B.M. Boze
B.L. Driskill
J.S. Haw
C.P. Kiely
D.A. Klein
D.T. Marks
J.M. McMahon
J.C. McEwen
John A. Moore, Jr.
W.S. Moore
J.D. Patton
J.F. Peebles

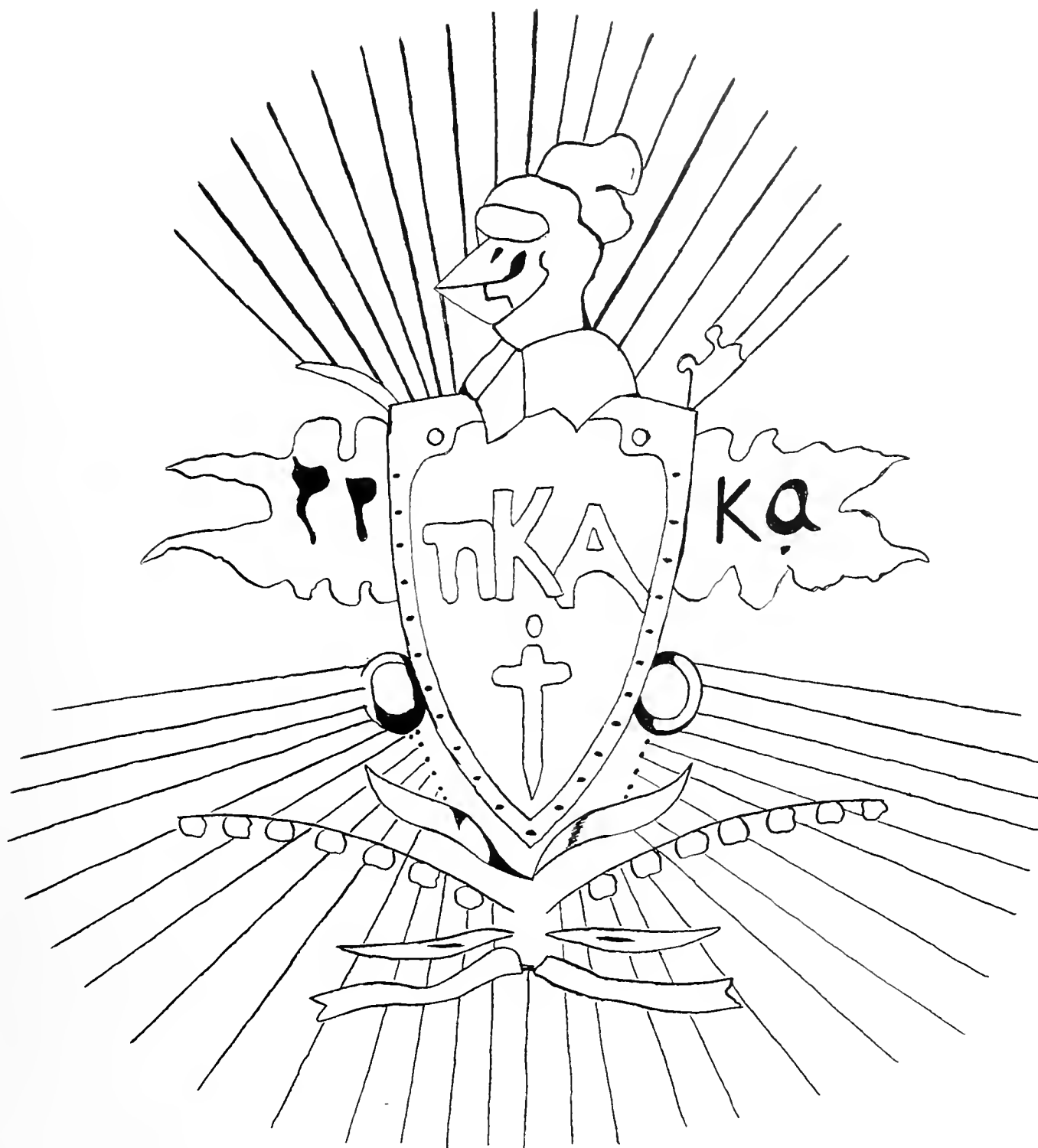
R.G. White
P.C. Bowles
E.H. Crenshaw
R.P. Epperson
R.A. Farmar
G.W. Feldmann
T.E. Goode
J.P. Irby
E.A. Koroneos
H.W. Maclin
J.F. Outten
R.M. Paul

T.L. Preston
R.S. Reinhardt
R.R. Rosebro
R.B. Taylor
E.S. Boze
B.M. Cann
E.C. Craighill
C.S. Long
W.R. Nexten
J.G. Overton
J.R. Springer
J.B. Bullard, III

D.W. Burgess
W.A. Carrington
J.W. Craddock
C.J. Daly
G.L. Crenshaw
W.S. Driskill
R.W. Good
W.A. Karo
C.C. Levering
D.C. Marks
W.S. Roberts
F.P. Watkins, Jr.

P I S A
I G P
M H
A A





R.A. Davis
G.W. Duncan
K.W. Lewis
G.G. Love
W.S. Mahanes
N.B. Slone
R.M. Wilson
R.E. Appleton
R.A. Bagby
B.E. Bondurant
R.D. Calcote
R.G. Chadwick

D.P. Corrigan
R.E. Curtis
L.F. Elliott
J.D. Ferguson
K.M. Howard
T.M. Jackson
J.P. Marchetti
G.M. Pace
W.P. Smith
C.T. Talley
L.H. Woodward
I.R. Byrd

R.E. Cash
R.F. Francis
T.A. Garner
T.P. Gray
C.H. Helm
O.L. Schrum
D.V. Unger
N.W. Wilson
M.E. Yates
M.R. Bohannon
G.E. Burks, III
J.B. Coleman

J.O. Cordes
P.H. Cox, III
F.B. Lawrence
J.D. Mastropoalo
A.C. Rowe, Jr.
J.C. Taylor, III
J.C. Thompson, Jr.
F.G. Varboncoeur
W.N. Watkins
P.G. Wilkerson

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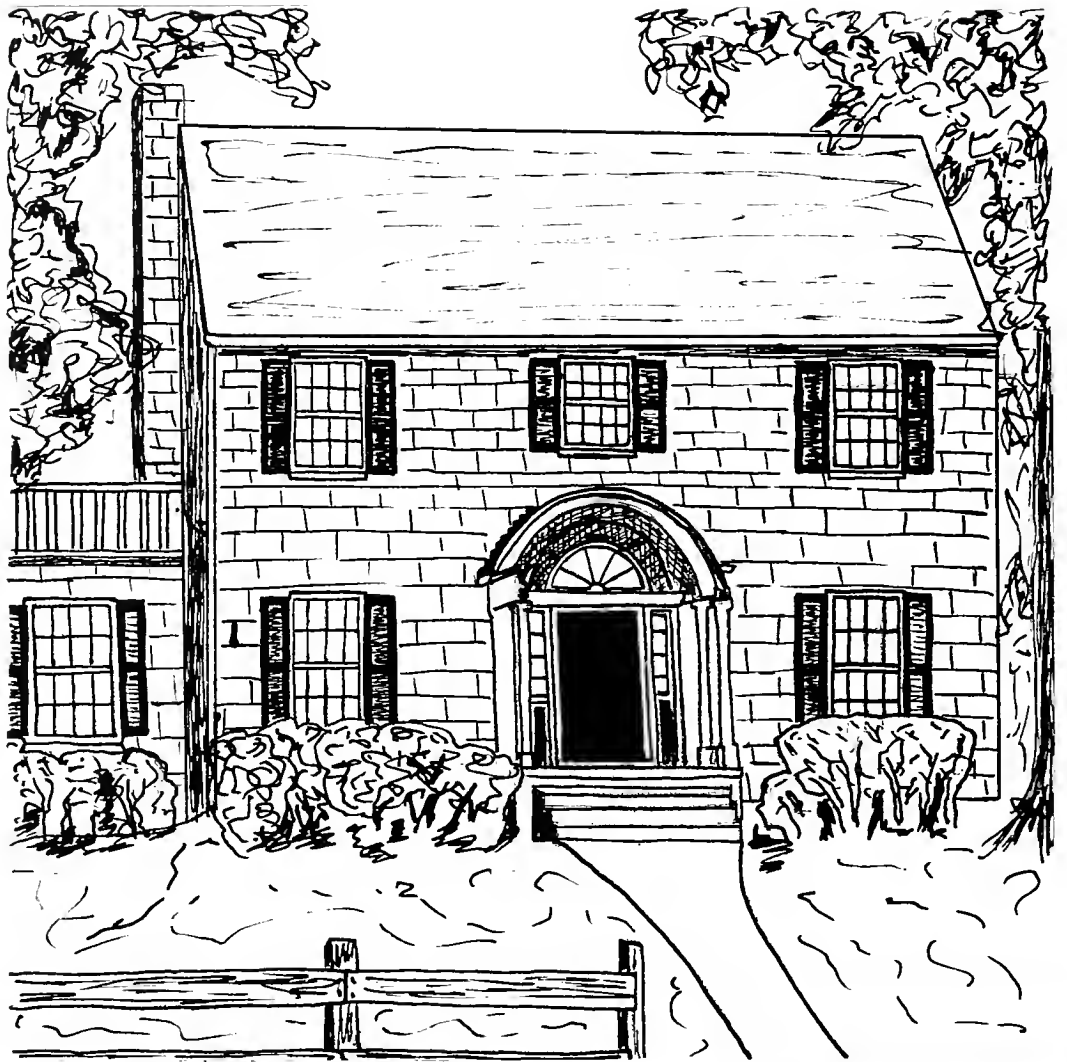
W.L. Abbott
D.M. Clough
J.M. Daly
D.B. Darden
R.E. English
R.D. Foster
D.S. Freeman
M.S. Harcum
R.B. Huskey
J.W. Kelly
W.B. Newell
P.T. Patterson

W.D. Redd
C.P. Sargeant
V.L. Silvestri
~~J.W. White~~
E.M. Adkins
S.S. Aron
D.M. Brown
G.F. Burnette
T.C.G. Coyle
J.S. Jones
W.W. Newell
S.R. Peterson

W.D. Richmond
P.R. Watson
J.K. Woodley
D.R. Benner
T.F. Carter
R.W. Dodd
R.L. Duffer
B.F. Knight
M.W. Patterson
A.R. Shipp
T.A. Smith
J.A. Tyler

W.R. Currie
W.L. Freeman
D.A.S. Heppner
D.F. Huddle
D.A. Huskey
W.D. Jones
B.W. Paulette
M.P. Peterson
R.E. Snidow
J.K. Thompson, Jr.
D.C. Watson

THE T A





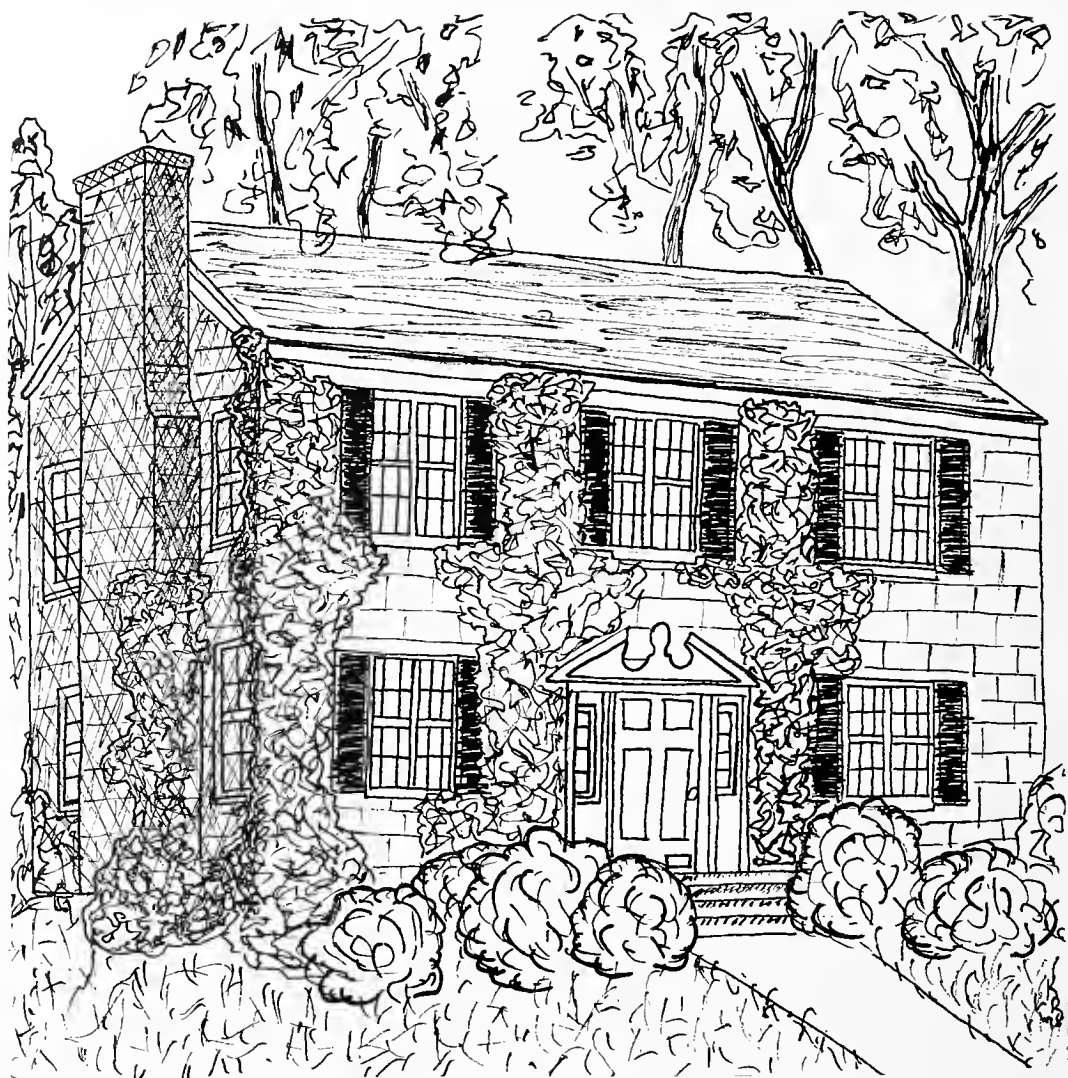
A.H. Bell
P.G. Davis
P.D. Devine
C.L. Fulton
D.H. Gates
T.W. Godfrey
C.A. Harris
D.P. Holt
R.B. Johnson
T.C. Johnson
R.M. Johnson
T.P. McDonald

G.W. Munden
H.W. Niedermayer
D.J. Newcomer
E.V. O'Hanlan
B.C. Phillips
W. Rosenburger
W.D. Rusher
E.P. Snyder
C.S.M. Tipton
R.E. Traynham
J.M. Underwood
S.D. Adsit

M.A. Henry
R.W. Oldfield
T.L. Stokes
J.M. Wolcott
J.S. Harris
W.V. Hull
R.C. Modlin
J.R. Stokes
W. Tribble
D.R. Wyatt
D.M. Ball
R.L. Carney

C.E. Caton
R.N. Doummar
T.W. Gammon
G.J. Haley
A.P. Myers, Jr.
D.C. Noftsinger
G.D. Norrington
M.A. Rhea
W.R. Shelton
W.C. Stephenson, IV
G.K. Stokes
J.D. Taylor

LAMBDA CHIA ALPHA

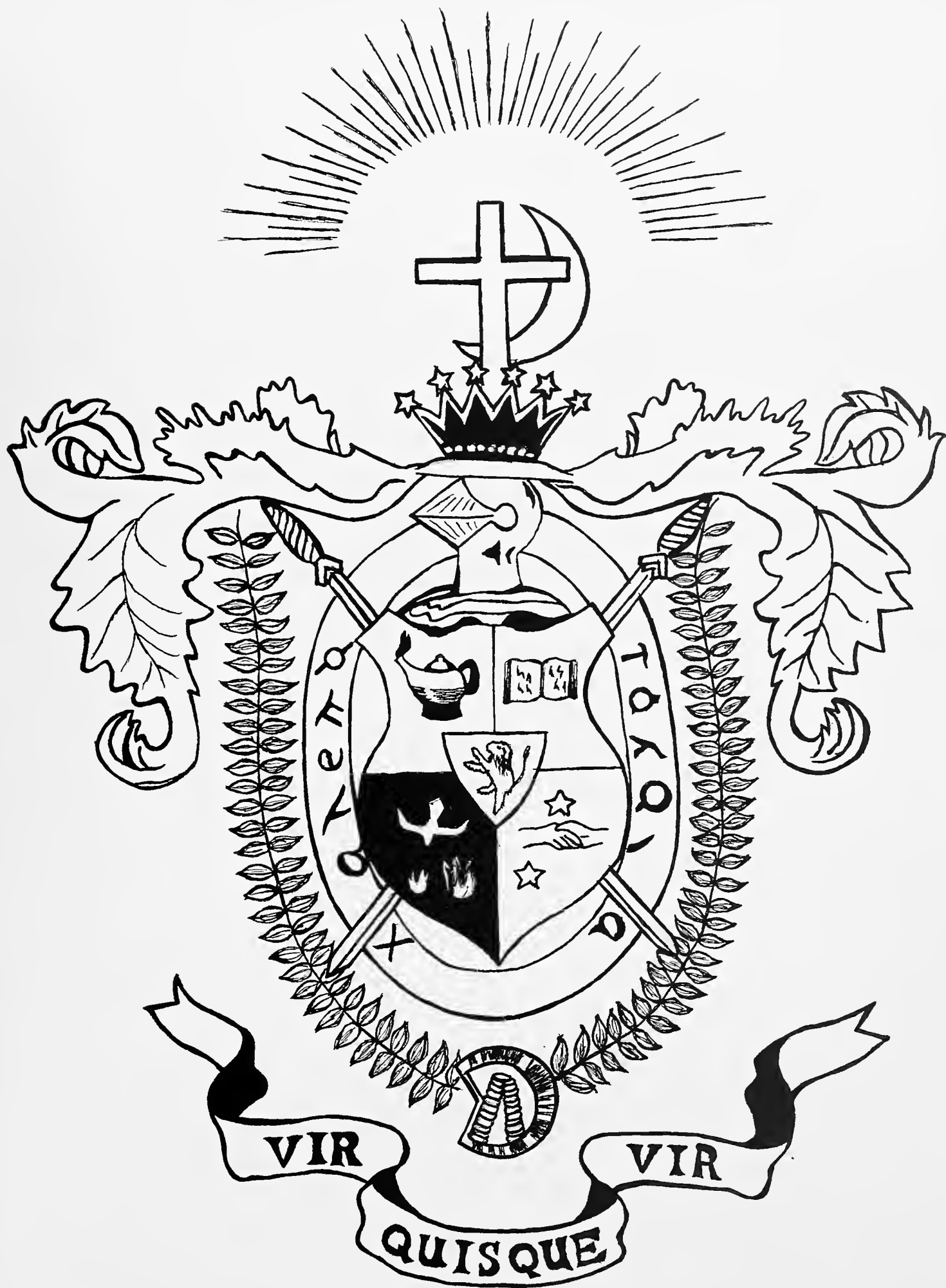


R.R. Dawson
M.S. Feinmann
J.B. Heldreth
J.G. Hofler
H.R. Hicks
W.R. Landreth
W.B. Lumpkin
J.V. Menendez
R.B. Merrell
D.L. Roberts
W.L. Sager
F.D. Stoneburner
D.H. VanNess
B.L. Wall

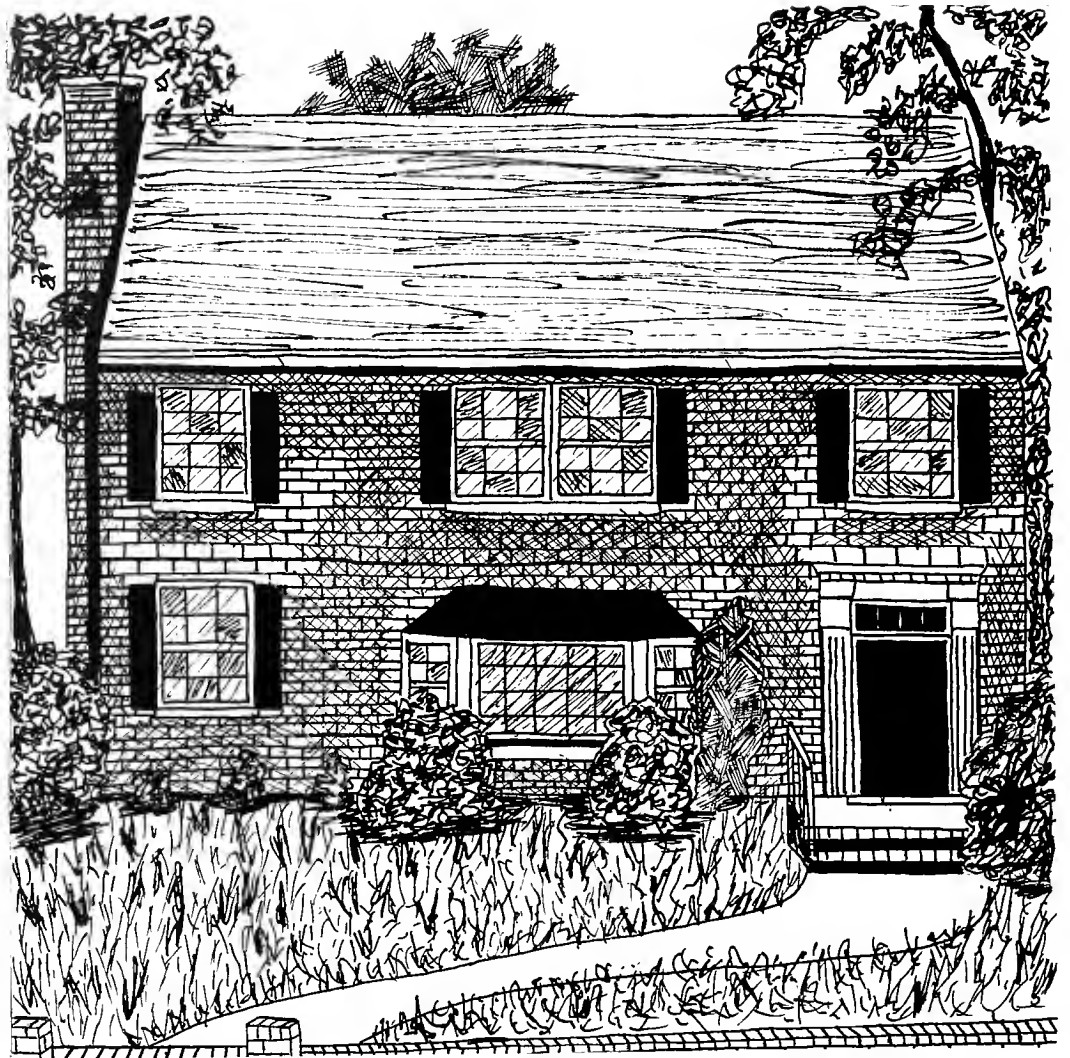
G.J. Beck
M.T. Bennett
W.L. Birdsong
R.C. Clary
K.H. Dietrich
J.G. Eagan
J.G. Face
R.H. Lea
P.W. Squire
J.E. Williams
S.E. Zedaker
A.P. Atha
J.G. Atkinson
H.H. Bateman

D.J. Boatwright
E.D. Brown
J.M. Face
C.R. Fralin
W.E. Hardy
D.W. Harris
R.A. Henley
G.A. Horkan
B.L. Howlett
D.R. Jordan
J.M. Kasun
D.C. McElwee
C.F. Moore, III
W.J. Pantele

F.F. Senter
G.S. Talley
E.D. Warinner
E.B. Atwill
G.B. Brown
L.M. Burke
T.M. Cozad, Jr.
P.W. Key
R.C. Revercomb
S.A. Ross
H.B. Vincent, Jr.
J.B. Weaver
R.T.P. Willis



SIGMA





D.T. Beasley
T.M. Crowder
N.C. Dombalis
J.B. Earhart
T.M. Heery
J.J. Hundley
R.L. Lapp
M.E. Nerney
T.W. Osgood
C.D. Porter
C.H. Webb
C.W. Hotchkiss

F.L. Pegram
R.T. Ross
G.B. Spurgin
R.B. Thompson
J.V. Babashak
T.F. Boyd
G.C. Buchanan
W.H.O. Kirby
J.D. Thornton
J.W. Utt, Jr.
G. Wright, IV

G.G. Ball, Jr.
M.E. Bishop
E.F. Brown
S. Capocelli
T.M. Davis
F.H. Haar, Jr.
D.M. Harrington
J.M. Hoke
F.F. Irving
L.N. Joynes, II
J.L. Kyle

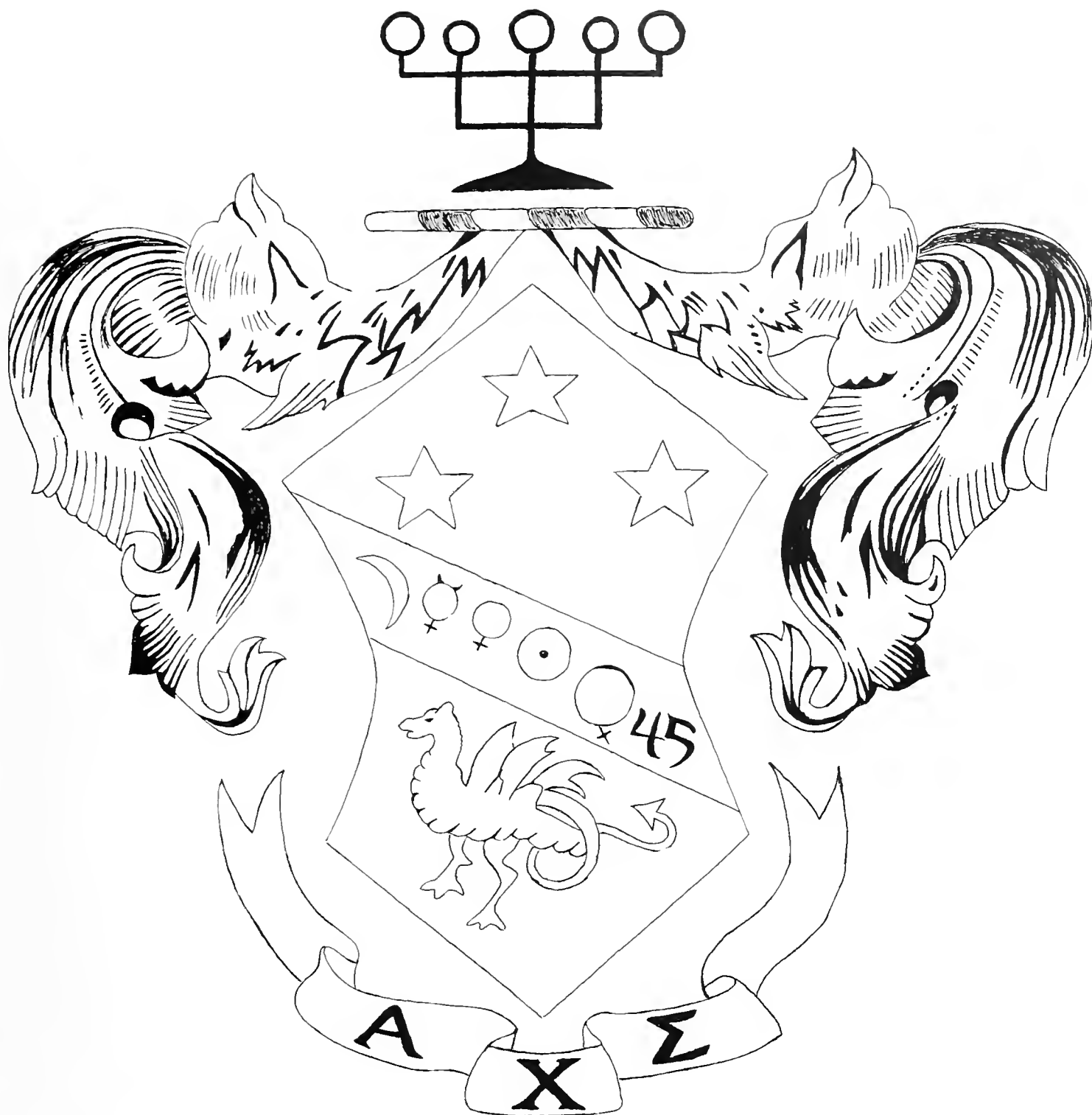
W.M. Long
W.J. Malone, Jr.
C.A. Mason
M.L. McKinnon
W.G. Mikell, Jr.
W.A. Quinn
P.R. Randolph
J.R. Rhodes
J.S. Sørensen
L.R. Snead
T.F. Wilcox

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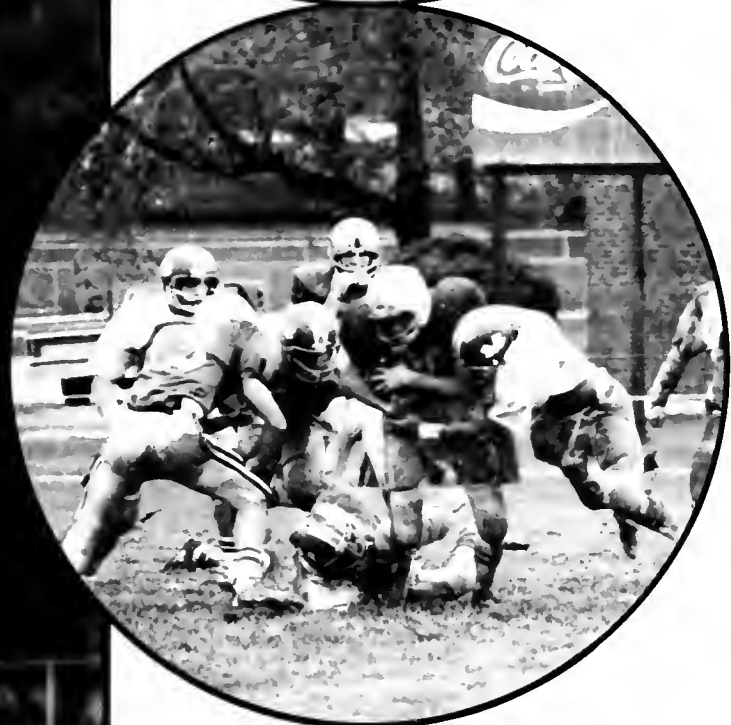


P.G. Brown
 T. Kim
 R.E. Livingston, Jr.
 W.R. Murphy, III
 B.L. Riddle
 P.E. Smith
 S.S. Twentyman
 J.W. Walke
 E.T. Wolanski
 R.L. Agee
 P.D. Blanton
 S.J. Chu
 C.G. Lamond

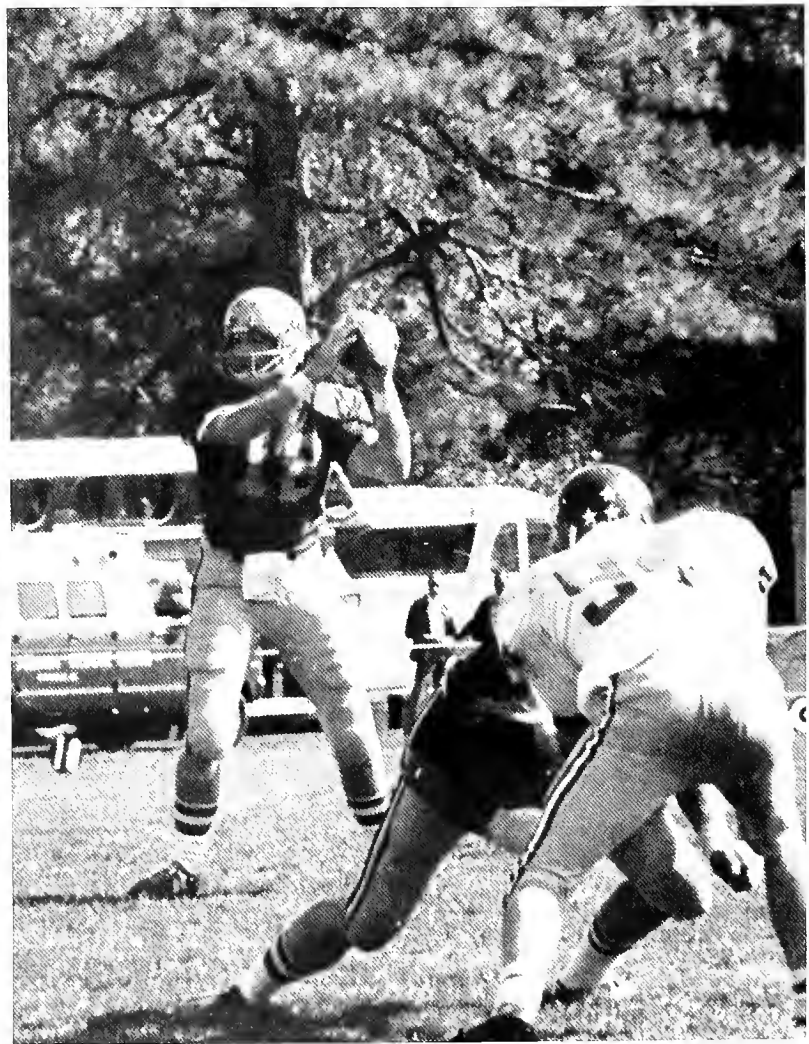
J.J. Sadighian
 P.D. Seay
 S.C. Smith
 J.A.C. Wadsworth
 J.E. Laux
 M.S. Morris
 D.G. Ogle
 D.K. Doherty
 R.M. Fay
 B.L. Greer
 R.B. Gunn
 A.J. Pollock
 L.K. Salsbery

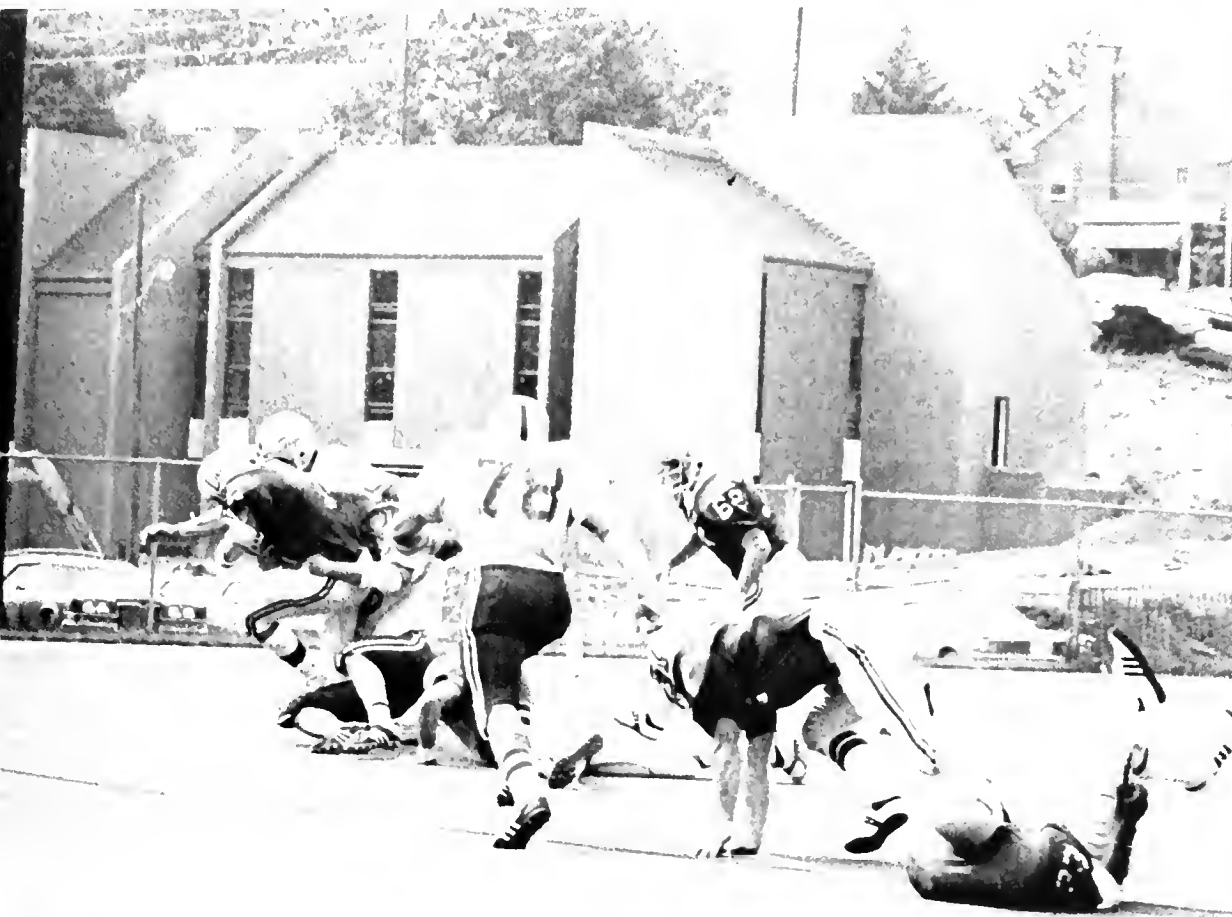


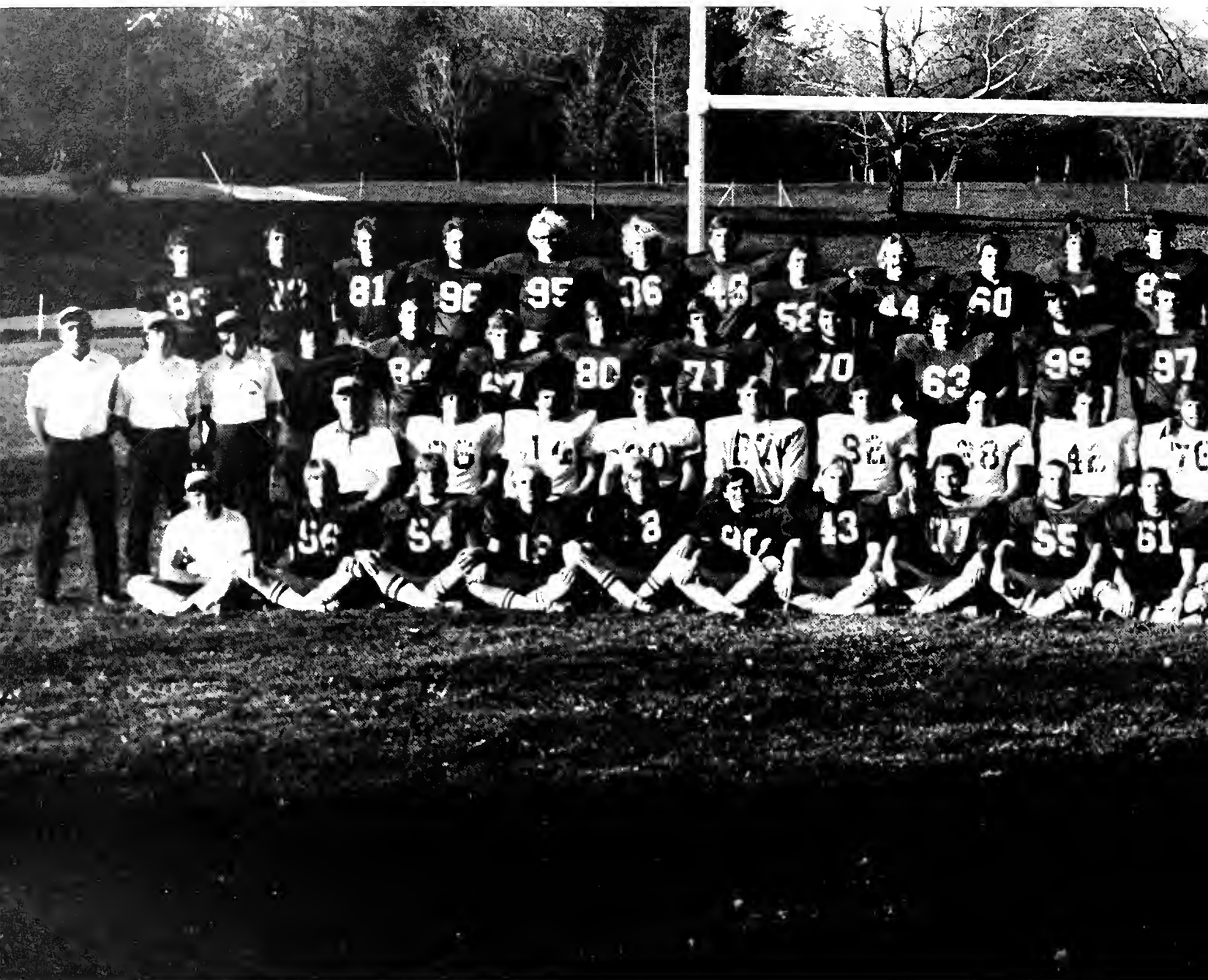
ATHLETICS



FOOTBALL







1977 Football

All O.D.A.C.

Jimmy Ferguson — "Player of the Year"

Stokeley Fulton — "Coach of the Year"

First Team

Second Team

Jimmy Ferguson, RB

Joe Heldreth, OT

Ben Newell, WR

Wally Moore, C

Bob Wilson, OT

Keith Lewis, TE

Keith Love, OG

Bill Moore, RB

Dale Marks, QB

Cecil Talley, DT

Mike Adams, Punter

Jim Thompson, LB

Tim Smith, DT

Rick English, DB

Noel Slone, DE

Frank Fulton, DB

Mike Harcum, DB

Division III All-American

Jimmy Ferguson — Second Team, running back

Bob Wilson — Third Team, offensive tackle

Ben Newell — Honorable Mention, wide receiver

(9-1)

H-SC	27	Guilford	6
H-SC	22	Sewanee	0
H-SC	14	James Madison University	17
H-SC	35	Bridgewater	7
H-SC	44	Liberty Baptist College	24
H-SC	49	Washington and Lee	0
H-SC	24	Davidson	20
H-SC	38	Emory and Henry	20
H-SC	28	Maryville	11
H-SC	35	Randolph-Macon College	7
N.C.A.A. Division III First Round Playoff			
H-SC	45	Albany State	51



Honors

Richmond Touchdown Club

Jimmy Ferguson — Small College Offensive Player of the Year
 Stokeley Fulton — Small College Football Coach of the Year

N.C.A.A.

Jimmy Ferguson — Ranked second in Division III in rushing per game (139.5 yards) and scoring (10.7 points).

Kodak Division III All-American

Bob Wilson — First Team, offensive lineman

Football Lettermen

M. Adkins
 E. Bondurant
 B. Calcote
 R. Cash
 J. Cordes
 R. Curtis

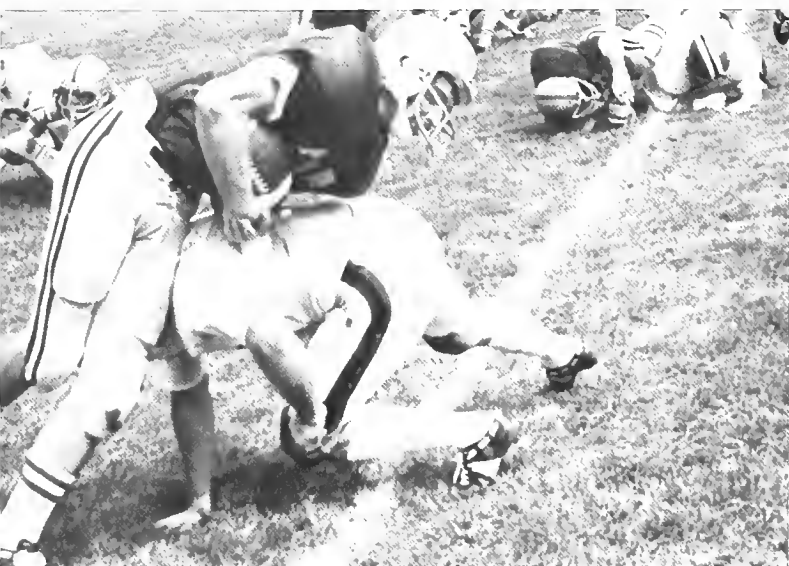
D. Davis
 G. DeFrancisco
 J. Eagan
 R. English
 J. Ferguson
 R. Fralin

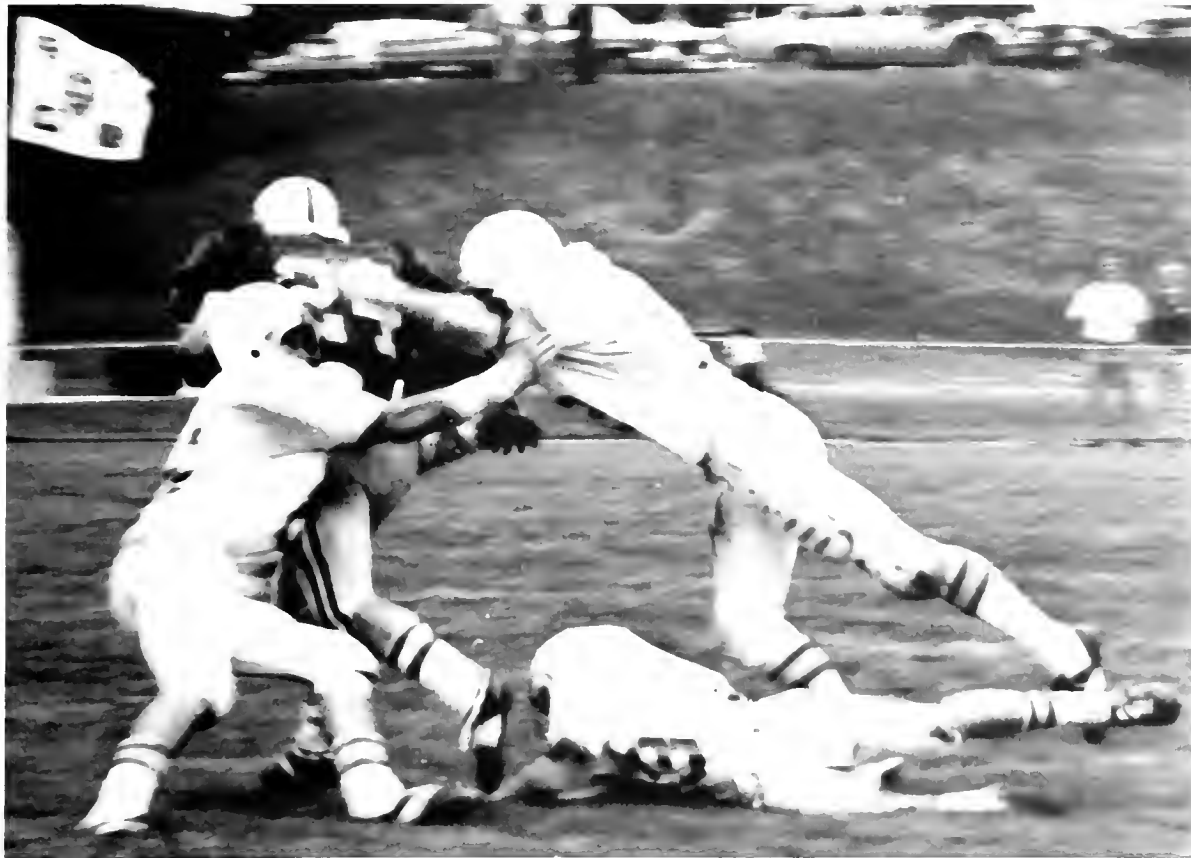
F. Francis
 F. Fulton
 T. Garner
 T. Gray
 M. Harcum
 D. Harris
 J. Heldreth
 K. Howard
 B. Junes
 F. Lawrance
 R. Leach
 K. Lewis
 K. Love
 D. Marks
 T. Maxa
 B. Merrell
 B. Moore
 W. Moore
 S. Moorhead
 B. Newell

T. Patterson
 W. Redd
 S. Sawyer
 O. Schrum
 N. Slone
 T. Smith
 C. Steibel
 S. Sudduth
 C. Talley
 J. Thompson
 D. Unger
 B. Wilson
 L. Woodward

Cheerleaders

Top Row: Colleen McGary,
Sharon Janovich; middle row:
Connie Turner, Trisha Williams;
bottom row: Cynthia Miller,
Regina Mason, Peggy Bryant,
Pat Carnes.







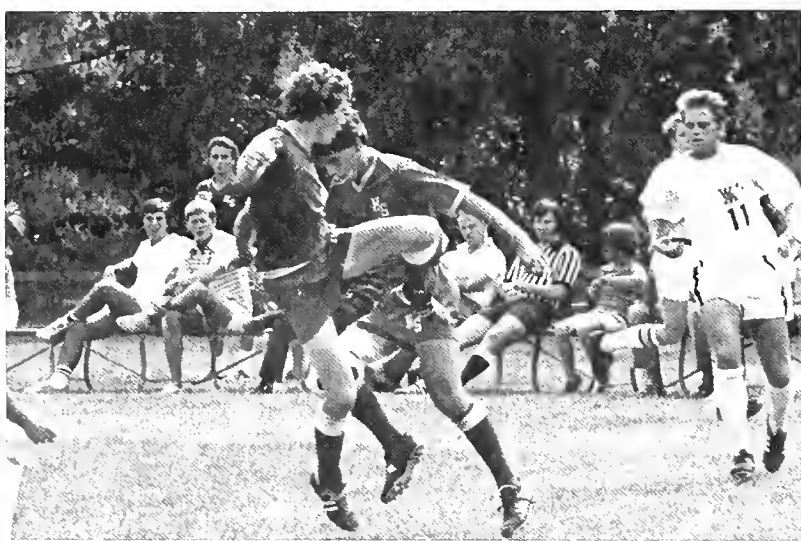


ON
THE
HILL





S O C C E R



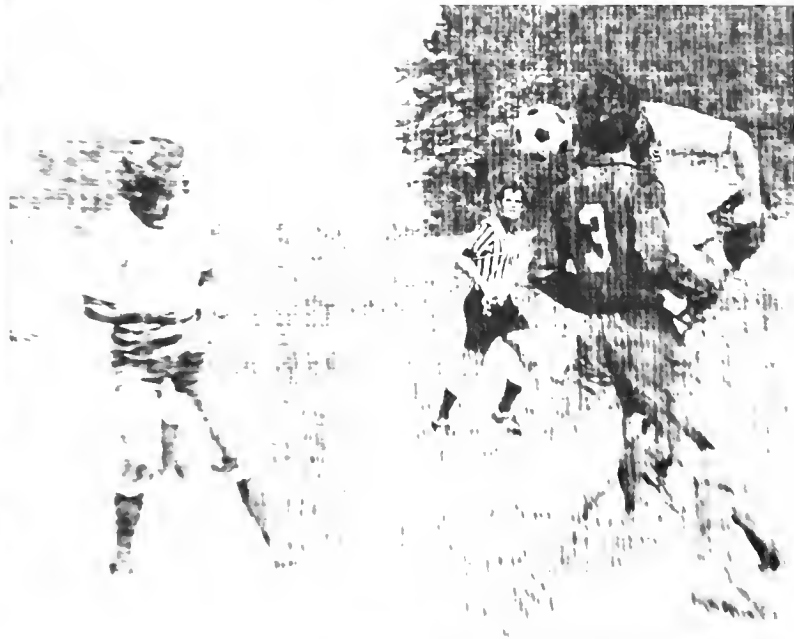
H-SC	0	Virginia Military Institute	2
H-SC	1	Radford	2
H-SC	0	Lynchburg	1
H-SC	2	Liberty Baptist College	0
H-SC	1	University of Virginia	5
H-SC	0	N.C. Wesleyan	2
H-SC	5	University of Richmond	1
H-SC	1	Pfeiffer	6
H-SC	1	Washington and Lee	0
H-SC	1	Roanoke	3
H-SC	1	Christopher Newport	4
H-SC	1	Eastern Mennonite	2
H-SC	0	Randolph-Macon College	3
H-SC	9	Longwood College	2



First Row: Tom Crowder, Harland Miller, Tom Osgood, David Holt, Jay Hundley, Pat Devine, Eric Zedaker, Davis Wildman, Jim Adams, Martin Ferrara, Second Row: Mark Rummell, Will Willman, Lunsford Johnson, Frank Watkins, Bill Freeman, Sergio Capocelli, David Clough, Bill Richmond, Fred Harr, Randy Randolph, George Ball, Mike McKinnon, Ed Brown, Mike Hoke, Coach Simms.







RUGBY





CROSS COUNTRY



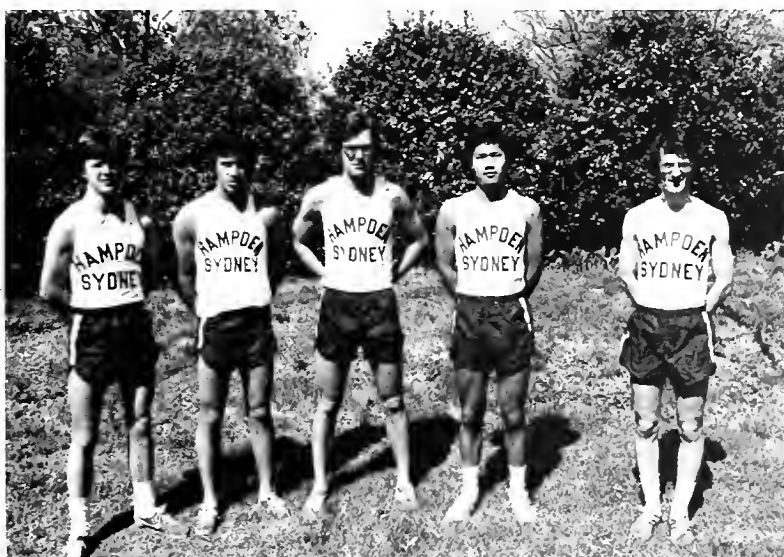


Team Roster

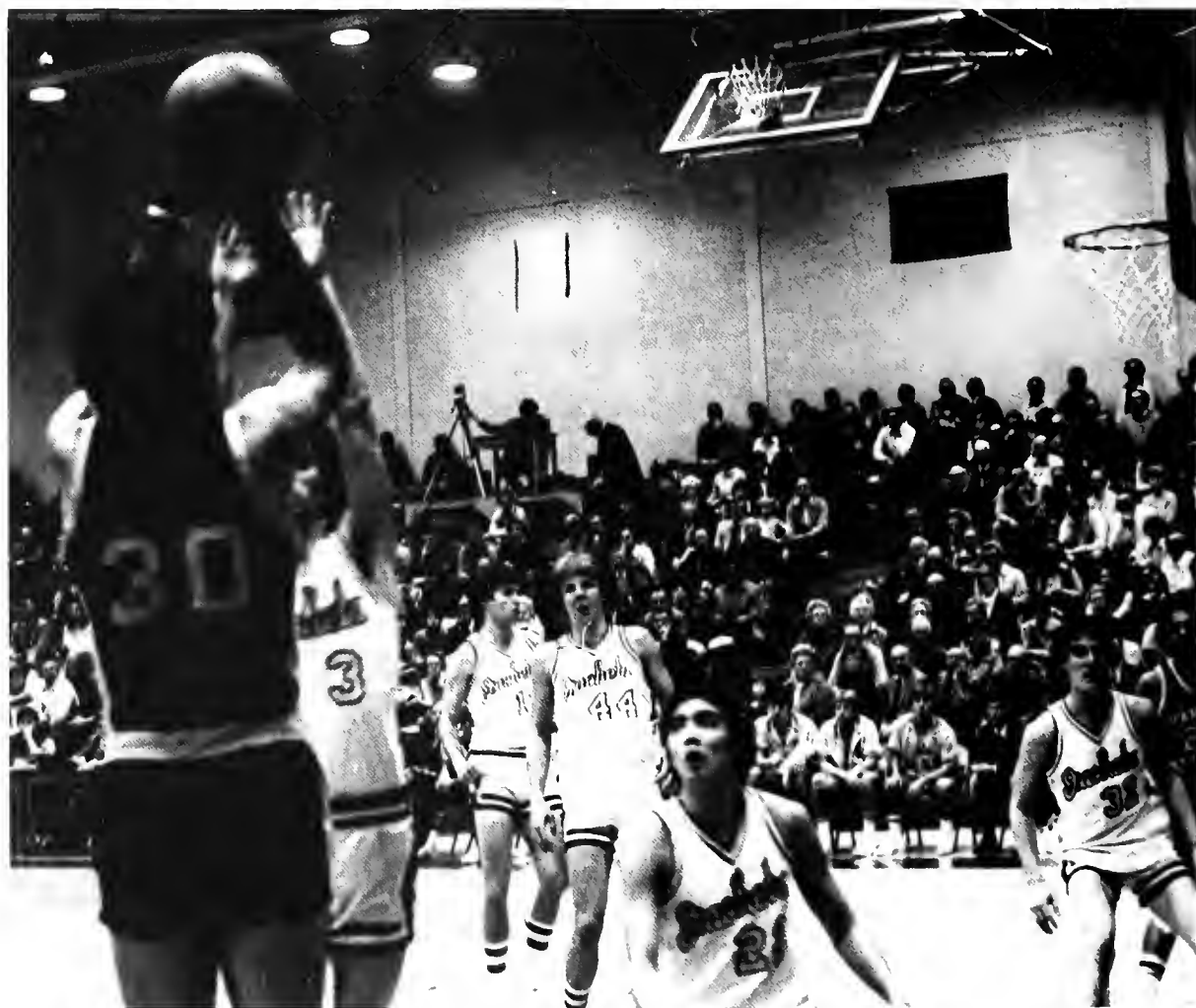
Jim Alexander
 John Canter
 Jim Chou
 Billy Greer
 Wade Kirby
 Bruce Phillips

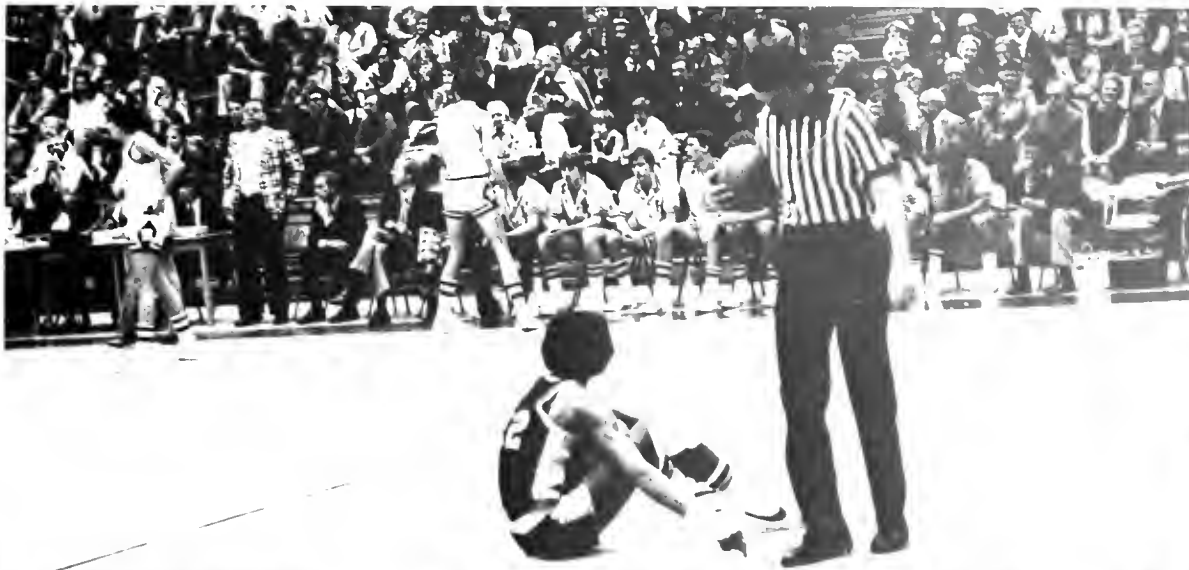


(1-10)			
H-SC	68	Virginia Military Institute	17
H-SC	68	Liberty Baptist College	56
H-SC	80	Davidson	20
H-SC	80	Lynchburg	41
H-SC	99	James Madison University	16
H-SC	99	Lynchburg	52
H-SC	99	Roanoke	76
H-SC	22	Radford	39
H-SC	115	Eastern Mennonite	26
H-SC	115	James Madison University	31
H-SC	115	Washington and Lee	70



BASKETBALL







Lettermen

R. Burrell
D. Corrigan
L. Elliott
T. Jackson
F. Godbold
B. Howlett
E. Owens
J. Masterpaolo
A. Payne
B. Shelly
R. Tindall
R. Tucker

(17-8)			
H-SC	84	York	75
H-SC	80	Clinch Valley	65
H-SC	88	Washington and Lee	89
H-SC	69	Guilford	99

H-SC	84	Anderson-Broadus	77
H-SC	96	Liberty Baptist College	80
H-SC	70	N.C. Wesleyan	57
H-SC	115	Eastern Mennonite	77
H-SC	85	Emory and Henry	67
H-SC	75	Bluefield College	65
H-SC	72	Elon	76
H-SC	94	Bridgewater	74
H-SC	67	Liberty Baptist College	53
H-SC	82	Virginia Wesleyan	70
H-SC	59	Lynchburg College	80
H-SC	81	Washington and Lee	74
H-SC	50	Randolph-Macon College	51
H-SC	102	Bridgewater	72
H-SC	69	Shenandoah College (2OT)	75
H-SC	88	Eastern Mennonite (2OT)	86
H-SC	60	Randolph-Macon College	71
H-SC	92	N.C. Wesleyan (OT)	81
H-SC	92	Lynchburg College	63
H-SC	78	Emory and Henry (ODAC Tournament)	63
H-SC	57	Lynchburg College	88







WRESTLING





		(1-6)	
H-SC	18	Eastern Mennonite	28
H-SC	5	Lynchburg	35
H-SC	29	Eastern Mennonite	19
H-SC	0	Liberty Baptist College	53
H-SC	15	Catawba	36
H-SC	3	Washington and Lee	45
H-SC	6	Davidson	42
		O.D.A.C. — 4th place	

Lettermen

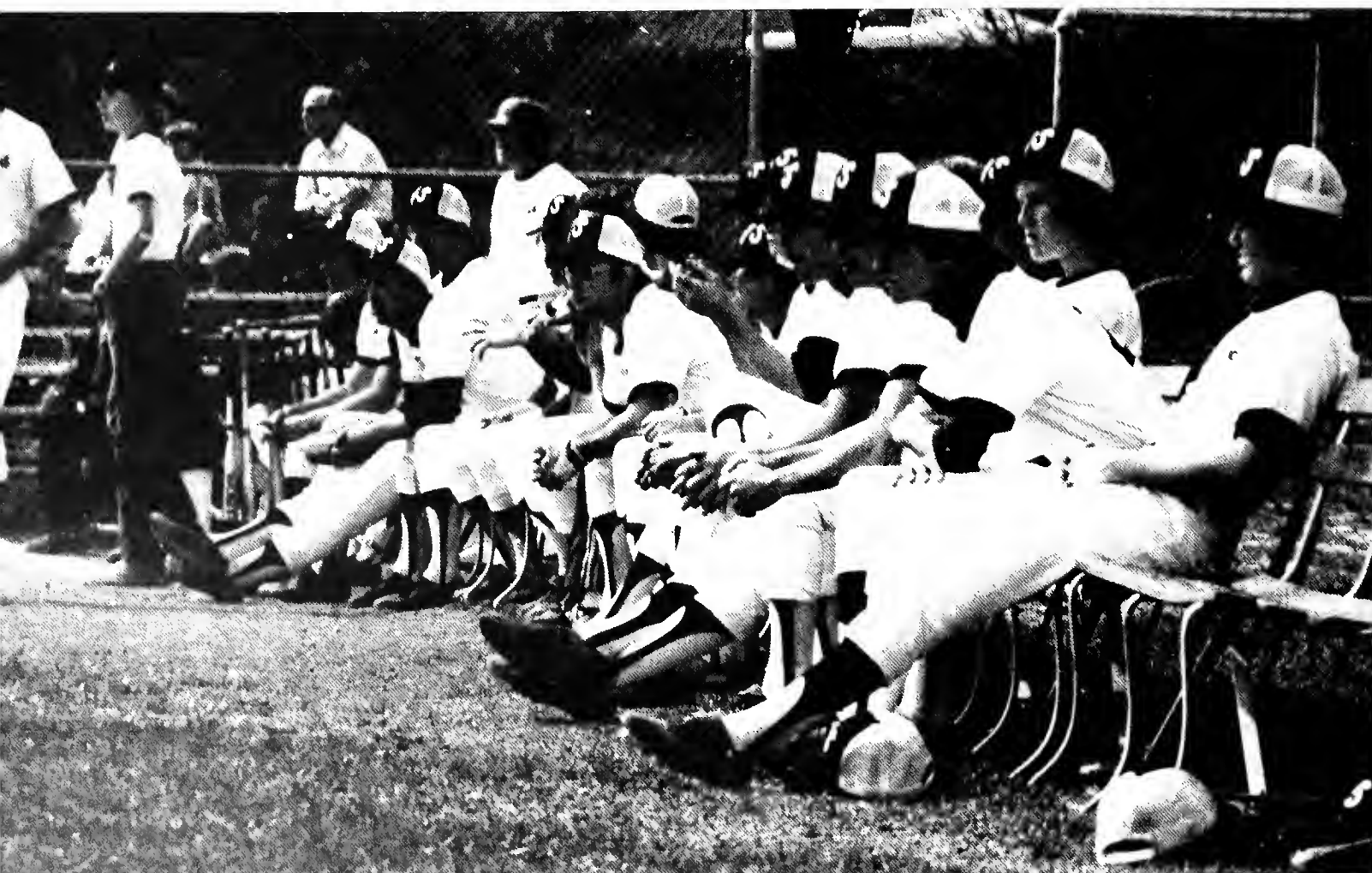
Billy Abbott
 Chuck Dietz
 John Eagan
 Demetri Economos
 Billy Greer
 David Hepner
 Wade Kirby
 John Martin
 Dave Porterfield
 Stephen Shaw



B A S E B A L L









(14-12)

H-SC	4	Virginia Commonwealth	3
H-SC	9-9	Washington and Lee	5-3
H-SC	6	Eastern Connecticut	15
H-SC	7-7	Emory and Henry	3-3
H-SC	2-12	Guilford	5-4
H-SC	7-1	N.C. Wesleyan	3-3
H-SC	7	Liberty Baptist College	9
H-SC	5-14	Ferrum	7-8
H-SC	7	Guilford	1
H-SC	0	Lynchburg	4
H-SC	26	Longwood College	1
H-SC	7-9	Virginia Wesleyan	3-11
H-SC	12	Randolph-Macon College	9
H-SC	2	Liberty Baptist College	9
H-SC	1	Lynchburg	2
H-SC	5-9	Eastern Mennonite	2-6
H-SC	10-4	Bridgewater	9-16
H-SC	6	Bridgewater	16

O.D.A.C. — second place

Lettermen

M. Adkins
M. Bohannon
D. Benner
R. Epperson
J. Ferguson
P. Fox
F. Fulton
T. Maxa
S. Moorhead
Ben Newell
Bill Newell
B. Niedermayer
S. Sawyer
J. Thompson
J. White
M. Yates





TENNIS





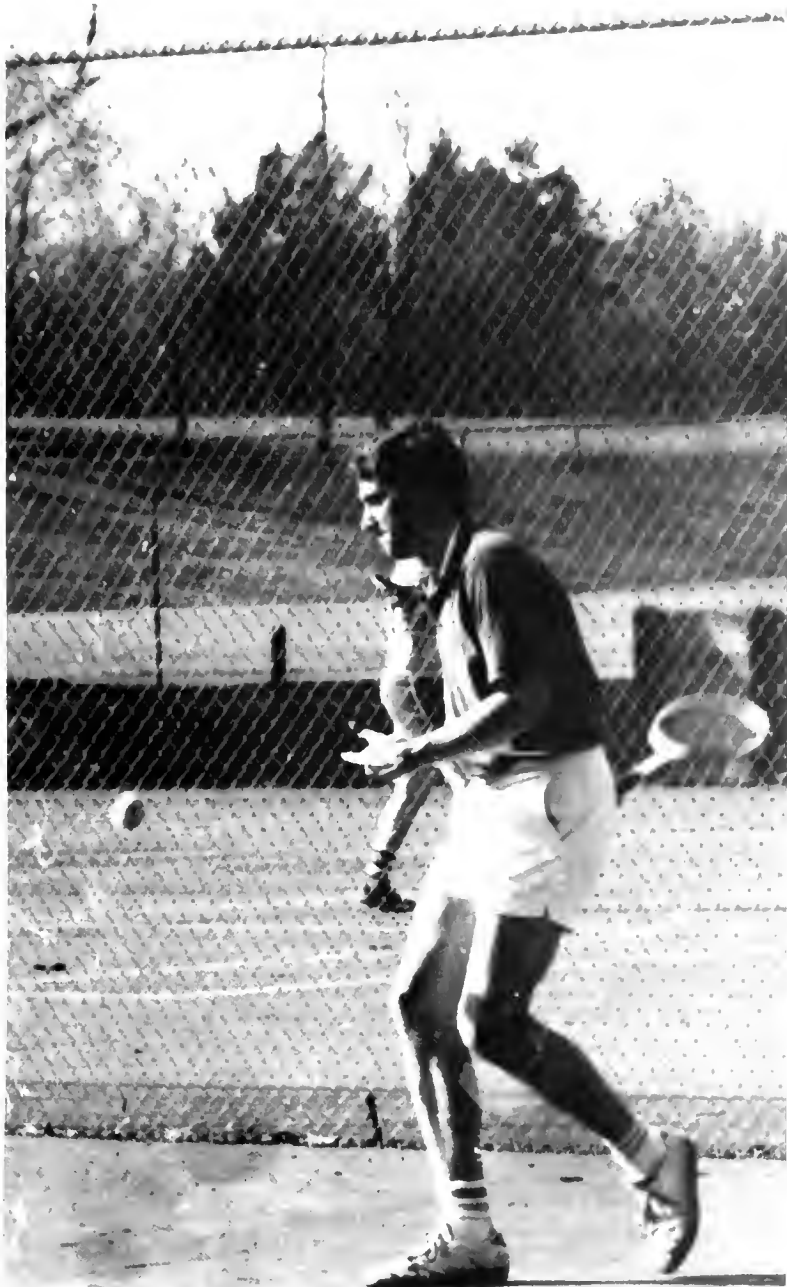


Lettermen

B. Cart
G. Feldmann
B. Driskill
B. Lewis
J. Mansfield
J. Quarles
V. Thomas
R. Tucker

(3-8)

H-SC	1	James Madison University	8
H-SC	0	University of Richmond	9
H-SC	1	George Mason University	8
H-SC	3	Christopher Newport	6
H-SC	8	Lynchburg College	1
H-SC	6	Virginia Military Inst.	3
H-SC	5	Emory and Henry College	4
H-SC	0	Virginia Polytechnic Inst.	9
H-SC	1	Old Dominion University	8
H-SC	3	Randolph-Macon College	6
H-SC	2	Washington and Lee	7
O.D.A.C. — 3rd place			



GOLF





(9-5-1)			
H-SC	424	Atlantic Christian	419
H-SC	424	Campbell	392
H-SC	232	N.C. Wesleyan	328
H-SC	323	Methodist	335
H-SC	389	Old Dominion	376
H-SC	389	Randolph-Macon College	437
H-SC	389	Lynchburg	396
H-SC	312	Greensboro	292
H-SC	312	University of Richmond	301
H-SC	398	Bridgewater	433
H-SC	398	Ferrum	405
H-SC	398	Averett College	426
H-SC	295	Longwood College	310
H-SC	387	Roanoke College	387
H-SC	387	Lynchburg	389

James Madison Tournament — 6th Place

Camp LeJuene Tournament — 11th Place

Va. Intercollegiate Tournament — 2nd Place (S.C.)

O.D.A.C. Tournament — 2nd Place

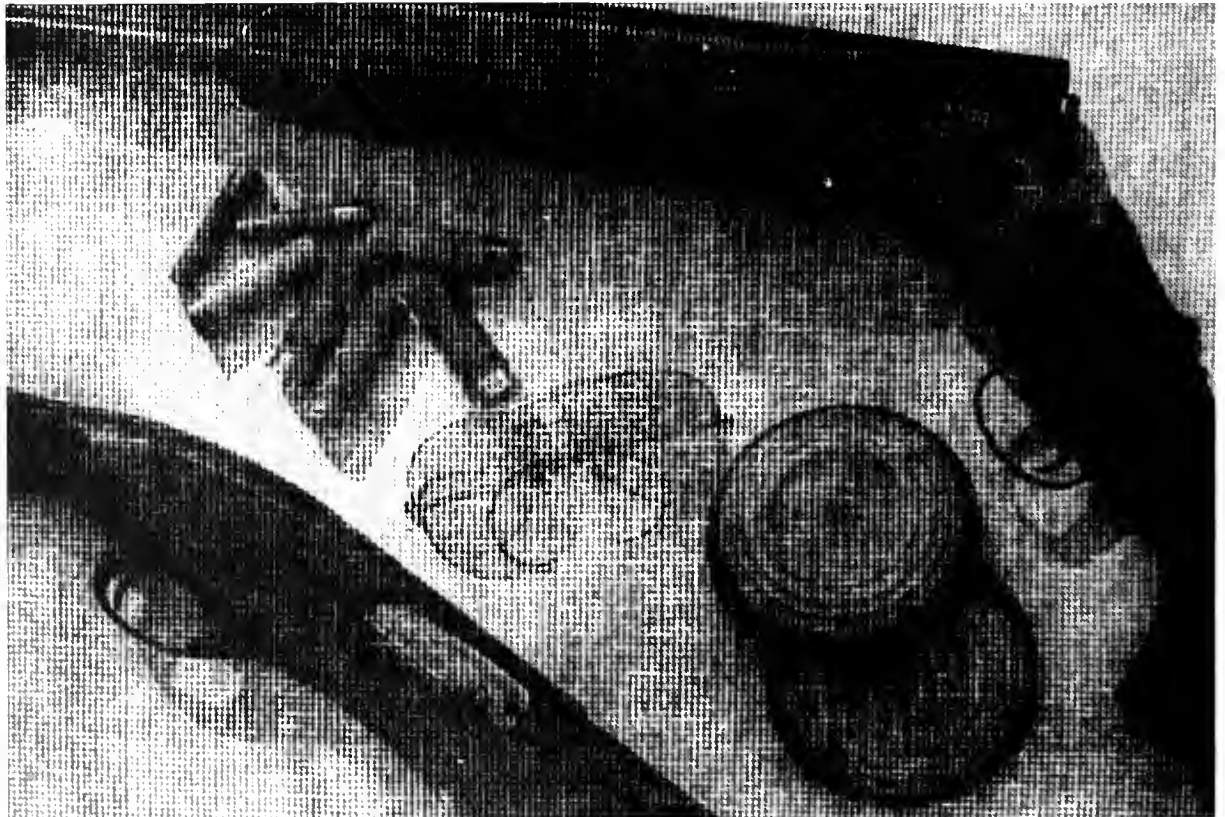
Lettermen

G. Beck
B. Harrison
M. Pace
F. Pegram
S. Sigler
R. Watson

O.D.A.C.

Frank Pegram — First Team
Stewart Sigler — First Team

SKEET





Team Roster

Sam Eggleston
 Bob Agee
 Waring Tribble
 Taylor Boyd
 Wallace Mahanes
 Dr. Martin



LACROSSE





(10-3)

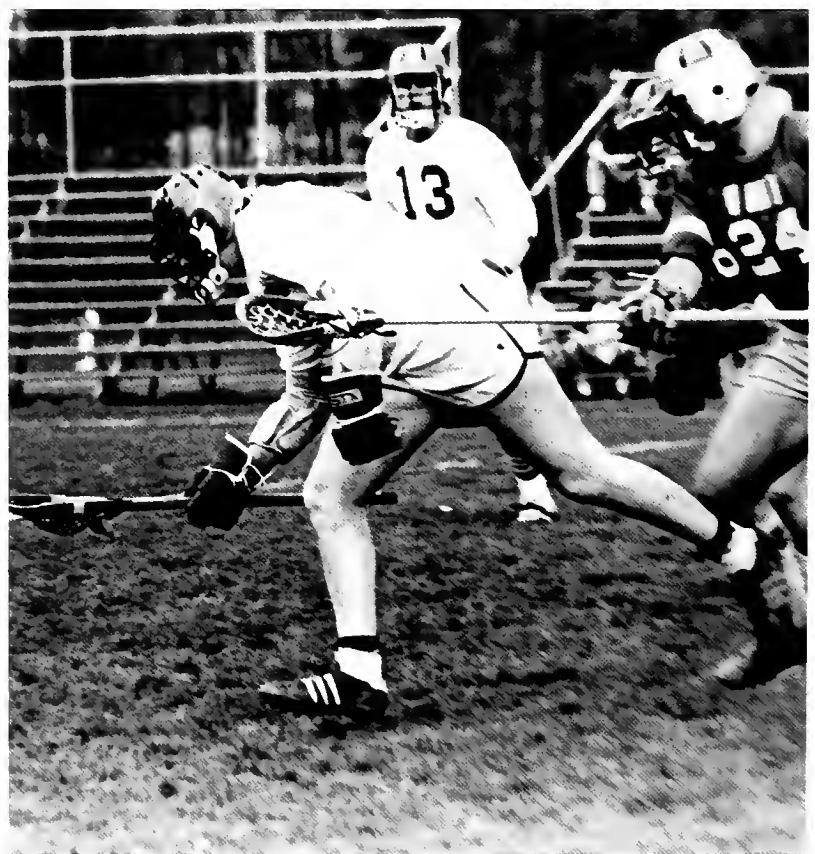
H-SC	18	Lynchburg	0
H-SC	4	William and Mary	14
H-SC	11	Guilford	7
H-SC	17	Lynchburg	5
H-SC	14	Virginia Military Institute	3
H-SC	7	VPI	11
H-SC	2	St. Mary's	17
H-SC	9	Virginia Military Institute	0
H-SC	13	Georgetown	4
H-SC	5	Randolph-Macon College	4
H-SC	15	Guilford	5
H-SC	10	Elon	2
H-SC	10	Randolph-Macon College	3

Lettermen

R. Bagby	G. Love
R. Byrd	J. Patton
B. Calcote	S. Peterson
B. Carrington	M. Peterson
D. Corrigan	B. Redd
B. Coleman	T. Smith
R. Curtis	D. Unger
D. Denham	T. Wilson
J. Farraro	L. Winslow
F. Francis	L. Woodward
D. Freeman	
T. Gray	
T. Garner	
T. Horkan	
K. Howard	
M. Johnson	
J. Jones	
M. Joynes	









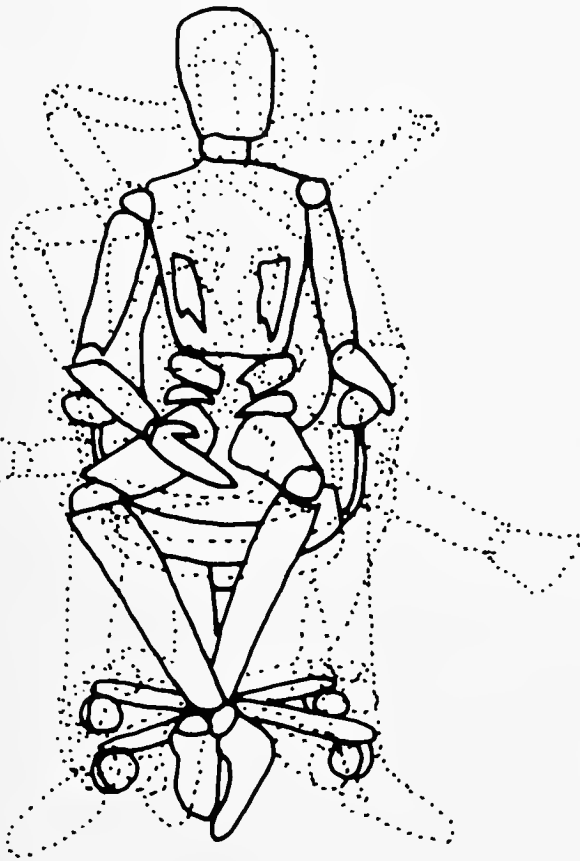


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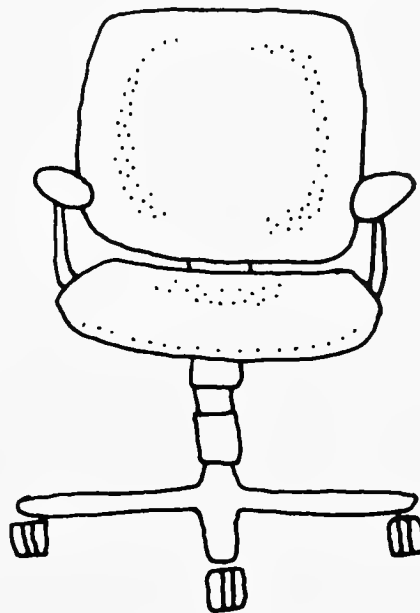


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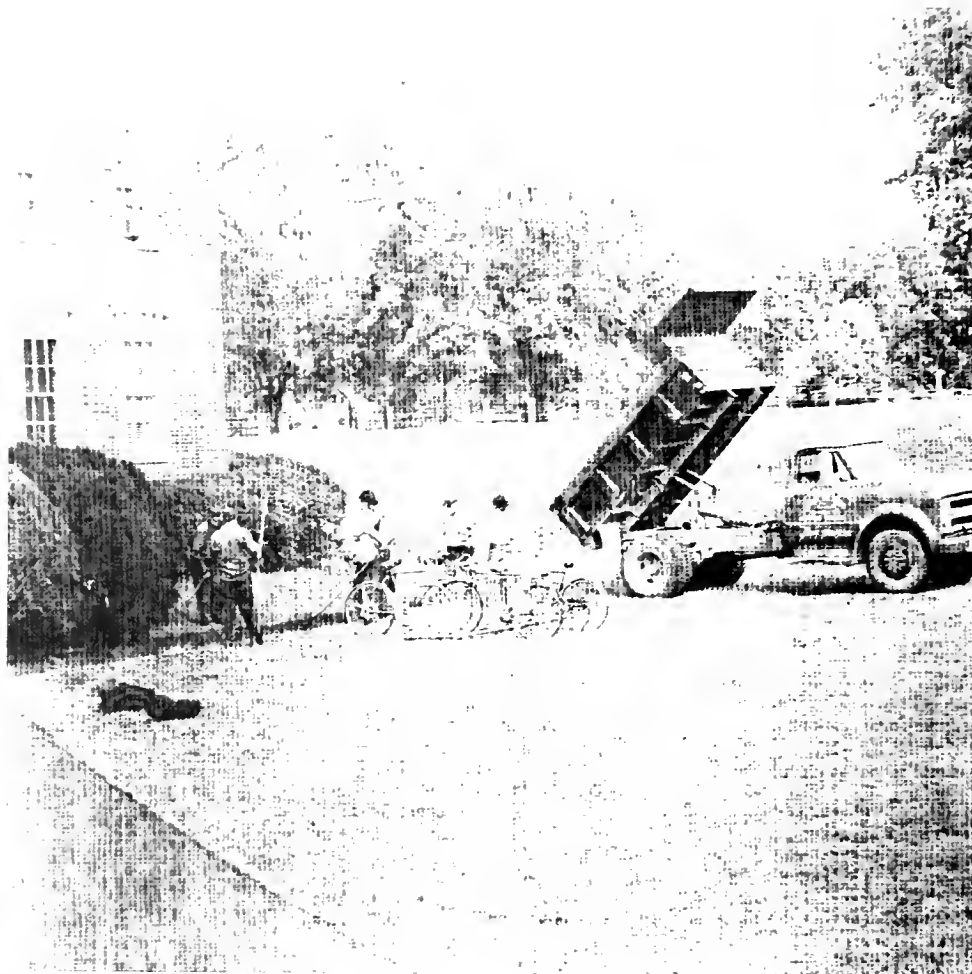
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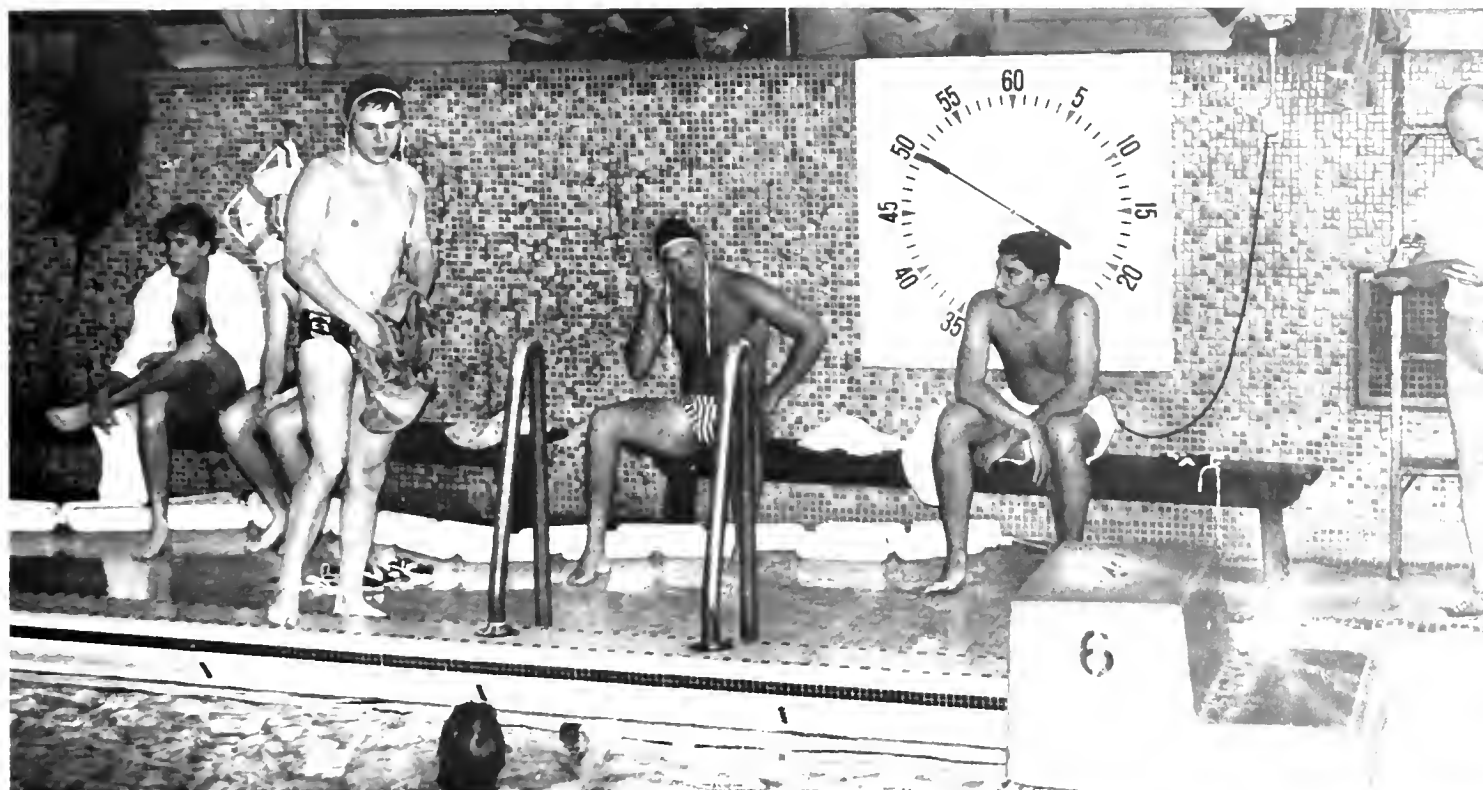


















S P E A K E R S



Hampden Fellows

The Hampden Fellows Program, conceived as a stimulating supplement to the liberal education at Hampden-Sydney College, is designed to bring together distinguished practitioners from the world of affairs with members of the academic world for mutual discourse and exchange. Unlike the normal speaker, who must come and go too quickly for much exchange with the audience, each Hampden Fellow spent two or more days in residence, during which time he or she took an active part in the educational program of the College, both formally and informally.

The campus visits were opened with an opening convocation in which the Fellow presented a formal lecture. After this, the format varied with the wishes of the individual Fellow and included visits to classes, small group seminars, and informal discussions. Every opportunity was encouraged to allow the Fellow to mingle informally with the students and faculty, allowing and encouraging members of the College community to meet personally and exchange ideas with distinguished professionals, whom they will probably never come close to knowing.

All are professionals whose experience and intellect enable them to transcend the limits of a single discipline and to address knowledgeably the questions fundamental to a life rich in meaning and direction, amid the complexity and confusion of society.

Curtis Ingham came to Ms. magazine from Skidmore College and its University Without Walls Program in February, 1973. Working at first as a volunteer in the editorial department of the magazine, she was hired in June of 1973. Since then she has edited the Ms. "Letters" column, co-edited the "Found Women" column, and edited special features. She has lectured at Yale University on American foreign policy in the Eastern Mediterranean; on the women's movement for two consecutive years at the Hotchkiss School; and on women's writing, as a special guest lecturer, at New York University. She is a frequent guest on radio and television programs, as an outspoken proponent and apologist for the women's movement.

Interaction Players, a chamber music group committed to new ways of sharing their total professional and personal experience in music, aims to free both the artist and his audience from the conventional limitations of a formal concert presentation. In a workshop atmosphere, through informal lecture-demonstrations, inter-disciplinary seminars, open rehearsals, and free discussions, along with conventional concerts of old and new music, Interaction works to illuminate the process of making music and to integrate it with life experiences of the student. Paul Posnak, piano; David Sella, cello; and Ethan Sloane, clarinet; graduates of Yale University and the Juilliard School, are all award-winning solo performers who still retain the capacity to blend their virtuoso talents into outstanding ensemble performances. Their imaginative interpretation and the great sensitivity they display toward each other and toward their music makes each performance a rare and captivating event.

Thomas W. Murray, who practices obstetrics and gynecology in Fishkill, N.Y., has for most of his career been a leader in studies of sterilization techniques, hormonal reactions, and population growth. An English and Classics major at Georgetown University, he earned his M.D. from the College of Doctors and Surgeons, Columbia University, in 1965. Since then his interest has centered on gynecology. He served in the Army as a gynecologist, and is currently an attending obstetrician-gynecologist at Vassar Brothers Hospital in Poughkeepsie, N.Y., where he also serves as the assistant director of obstetrical nurses' education. For the last ten years he has been a lecturer on population problems at Fordham University in New York.

Hugh S. Sidey, correspondent and Bureau Chief for Time magazine, has been intimately acquainted with the news and newsmaker of two decades. An Iowa native, Sidey worked for the Omaha World-Herald and Life magazine before joining the staff of Time in 1958. His current column in Time, "The Presidency", has earned him wide acclaim and respect as a close observer of that office and its occupants. Among his published works are the books John F. Kennedy, President (1963) and A Very Personal Presidency; Lyndon Johnson in the White House (1968).

Admiral Stansfield Turner, former Rhodes Scholar, now director of the U.S. Central Intelligence Agency, began his education at Amherst College, but transferred to the Naval Academy, where he graduated with the class of 1946. In his distinguished naval career he has commanded the U.S.S. Horne; a carrier task group in the Sixth Fleet; and the U.S. Second Fleet. He has served as President of the Naval War College and as commander-in-chief of Allied Forces in Southern Europe (NATO).

THE
HAMPDEN

FELLOWS
PROGRAM



CURTIS INGHAM

Hampden-Sydney is a cultural ghetto.
A ghetto in that you're isolated here
away from what they call "the real
world"; and I wonder what will become
of you when you get out there.



"The Women's Movement:
Its Successes, Failures, and Goals"



on, 10:30
September
Auditorium



Campus Residence
September 14-16,

THE HAMPDEN FELLOWS PROGRAM



INTERACTION PLAYERS

Paul Kravitz, guitar, singing, harmonica; Dave Dillig, cello

Seminar: "How to Listen to Music"

September 20-22, 1977

5 exercises involving records & records!

Times: 10:00 am, 1:00 pm, 7:00 pm

Music is for the enjoyment of all: not just for the handful who have had the time and the wealth to pursue a formal education centered upon it.

The really surprising thing about Hampden-Sydney is its commitment to the liberal arts on the one hand and its lack of adequate teachings of "the arts" on the other.

In Concert

Thursday, September 22
8:00 pm, College Church

THE
HAMFDEN

WIDOWS
OF THE CLAY

DR. THOMAS W. MURRAY

*'Can a Woman Be President
of the United States?'*

Convocation, 10:30 a.m.,
November 10 - John Auditorium

There are certain intrinsic and
extrinsic differences between men and
women that feminists refuse to accept.
These differences are not necessarily
bad, but they do exist. The biological
differences are obvious, but also
included in the list must be psychological
differences.

*'The Liberal Arts and Medical
School Admissions Policies'*

Lecture-Discussion, 4:30 p.m., November 10
Parents & Friends



'Population Problems'

Lecture, 3:00 p.m., November 11
Parents & Friends

TYU

FELLOWS

THE MORDEN

PROGRAM



HUGH SIDNEY

Editor of *Esquire*—*Everyday*—*Time* magazine

Politics is a good bit more honest than it
used to be.



*Reflections on
Wednesday
Pare*

*First Year''
0 p. m.
age*

If there is an aristocracy in this country, Kennedy was a part of it. Thus his presence in the White House was distinctive in one more way than most students of politics realize. Kennedy was the first aristocrat in the White House since Roosevelt.

Convocation Address

“The Nature of Leadership”

Thursday, January 19, 10:30 a. m.

Johns Auditorium

THE
HAMPDEN



WELLS
PROGRAM

Adm. Stansfield Turner

DIRECTOR OF THE CENTRAL INTELLIGENCE AGENCY

*"The Intelligence Community:
Problems and Prospects"*

4:00 p. m., Parents and Friends
Thursday, April 20,

*"New Directions in Intelligence
Secrecy versus Openness"*

A new model of intelligence is being
formed today and openness is a part of this.
No intelligence agency can be totally open.
On balance, openness pays off.

Invocation, 8:00
Thursday, April 20, 1978

Johns Auditorium

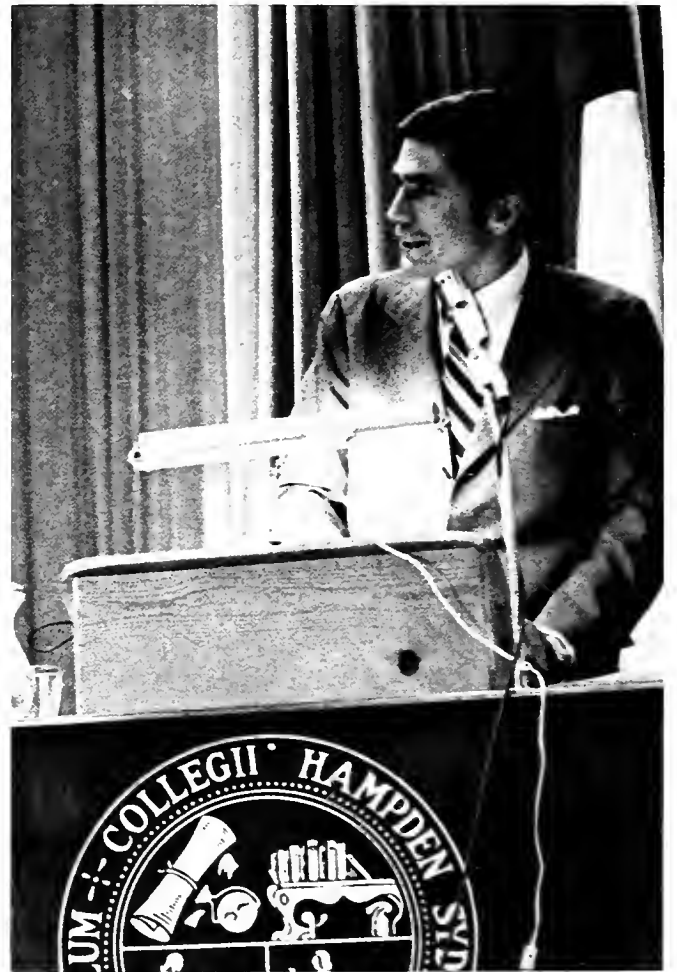




Canada — Robb Debate



There are many issues on which the people should vote by referendum. These issues are those of high emotional content, and should not be left to the state legislature to decide.



There is no necessity that (the governor and Lt.-governor) be of the same party. The Lt.-governor can be a help to the governor if the governor so desires. If not, the Lt.-governor can find other means of executive involvement.

“The Graduates”

by Campus Comics



WITH
CONTEMPORARY POETS

GALWAY KINNELL

NATIONAL BOOK AWARD NOMINEE FOR "THE BOOK OF NIGHTMARES"

OCTOBER 17/4 PM/P&F: "ON TRANSLATING POETRY"
8 PM/HERITAGE RM: READING FROM HIS POEMS

QUENTIN VEST

"THE CHANGING SHAPE A POEM MAKES"

OCTOBER 18/4 PM/P&F: "THE USES OF SOLITUDE FOR BOTH POET AND READER"
OCTOBER 18/8 PM/P&F: "THE CHANGING SHAPE A POEM MAKES"

TOM O'GRADY

OCTOBER 18/4 PM/P&F: "THE USES OF SOLITUDE FOR BOTH POET AND READER"
OCTOBER 18/8 PM/P&F: "THE CHANGING SHAPE A POEM MAKES"

HAMPDEN-SYDNEY COLLEGE PRESENTS A

DAVID IGNATOW

WINNER OF THE
BOLLINGEN PRIZE
FOR POETRY

LOUIS SIMPSON

OCTOBER 19/4 PM/P&F: DISCUSSING CONTEMPORARY POETRY
8 PM/P&F: READING FROM HIS WORKS

LOCAL POETS

OCTOBER 20/4 PM/P&F: DISCUSSING CONTEMPORARY POETRY
8 PM/P&F: READING FROM HIS WORKS

OCTOBER 17-21, 1977

OCTOBER 21/8 PM/TIGER INN:
READING FROM THEIR WORKS
(BEER AND SNACKS AVAILABLE)

HAMPDEN-SYDNEY COLLEGE

Presents

AN UNPRECEDENTED

FICTION SYMPOSIUM

WITH THREE OF AMERICA'S GREATEST WRITERS

JAMES DICKY
WILLIAM STYRON
WILLIE MORRIS

TOGETHER FOR THE FIRST TIME

DICKY, STYRON, AND MORRIS

Discussing

"THE WRITER'S POWER"



G FROM HIS "FICTIONS"

The writer has a custodial duty to
police language mis-use in all areas.
When language is mis-used, it is a good
sign that the thought behind the
statement or action is somewhat lacking.

MORRIS READING FROM HIS PROSE

MARCH 31, 9:30 A.M., P&F LOUNGE



The Richmond Sinfonia

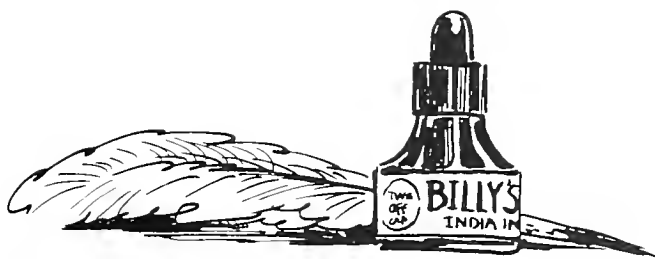
Jacques Houtmann	Richard Llewellyn Watson
Musical Director	Assistant Conductor

Jeff MacNelly

Pulitzer Prize Winning Political Cartoonist
Author of "Shoe"



April 24, 1978



Student Directory

Abbott, William Lewis (Billy)
607 Horsepen Road, Richmond, Va. 23229

Ackermann, Michael Friedrich (Mike)
Königsbacher Strasse 6, 67 Ludwigshafen/Rh
W. Germany 0621-554337

Adams, James Edward (Jim)
P.O. Box 161, Brookneal, Va. 24528

Adams, James Ervin, III (Jim)
#1 Live Oak, Bergstrom AFB, Texas 78743

Adamson, Brian David (Brian)
30 Eastwood Lane, Washington, Pa. 15301

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Adsit, Samuel Denison, III (Sam)
1512 Meads Road, Norfolk, Va. 23505

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Route 1, Box 58, Farmville, Va. 23901

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93 Lake Shore Terrace, Hardy, Va.

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3113 Savory Drive, Fairfax, Va. 22030

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103 Powhatan Circle, Charlottesville, Va.
22901

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11914 Elkwood Drive, Cincinnati, Ohio 45240

Allport, Thomas Page (Tom)
404 Meadow Lane, Franklin, Va. 23851

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St. George Avenue, Crozet, Va. 22932

Anderson, Phillip Verne (Phillip)
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3368 Richards Boulevard, S.W., Roanoke, Va.
24018

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23321

Archer, Thomas Bolling (Tad)
10500 Duryea Drive, Richmond, Va. 23235

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1802 Hanover Avenue, Richmond, Va. 23220

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Aron, Scott Simpson (Scott)
120 Manchester Avenue, Danville, Va. 24541

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524 Caroline Avenue, Charlottesville, Va.
22901

Bailey, Wayne Alan (Wayne)
323 Burnwich Road, Richmond, Va. 23227

Baker, Philip Bruce (Philip)
121 Oakwood Drive, Franklin, Va. 23851

Ball, David McDowell (David)
39 W. Cornwall Street, Leesboro, Va. 22075

Ball, George Gill, Jr. (George)
2112 Windward Shore Drive, Virginia Beach,
Va. 23451

Barnhart, Steven David (Steve)
924 Boulevard, Salem, Va. 24153

Barnhill, Ray Curtis (Ray)
140 Hampton Roads Avenue, Hampton, Va. 23661

Barrs, David Ernest (David)
Burcher Road, Newport News, Va. 23606

Bashaw, John Allison (John)
4416 Rockcrest Drive, Fairfax, Va. 22030

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Riverview Dairy Farm, Route 1, Rice, Va.
23966

Bateman, Herbert Harvell, Jr. (Herb)
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Batliner, Ronald, Jr. (Ron)
2908 Adam Keeling Road, Virginia Beach, Va.
23454

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Beck, Gary James (Gary)
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Bell, Alexander Herbert, II (Alex)
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23454

Bell, Lewis William (Lewis)
1584 Vance Avenue, Memphis, Tenn. 38104

Benner, Donald Ray (Don)
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Bennett, Michael Thomas (Mike)
3220 W. Grove Avenue, Chester, Va. 23831

Berg, Patrick Wayne (Pat)
30 Jonas Drive, Virginia Beach, Va. 23462

Berglund, Scott Wesley (Scott)
5119 Elk Hill Drive, Roanoke, Va. 24014

Bernard, Thomas Rutherford
901 Overbrook Road, Wilmington, Del. 19807

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Birdsong, Warren Lee (Warren)
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Bishop, Michael Eugene (Mike)
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16635

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3409 Beach Drive, Tampa, Fla. 33609

Blanton, Peter Dillard (Peter)
20 Rio Vista Lane, Richmond, Va. 23226

Boatwright, Donald Jeffrey (Jeff)
3363 Crittenden Avenue, Roanoke, Va. 24102

Bohannon, Martin Ray (Marty)
1003 Kenmore Drive, Mechanicsville, Va.
23111

Boinest, Jane Pemberton (Pem)
8910 Tresco Road, Richmond, Va. 23229

Bond, Stewart Michael (Stewart)
1506 Wellington Drive, Bedford, Va. 24523

Bondurant, Benjamin Elliott (Elliott)
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Boross, John Michael (John)
220 Sunset Ave., Hightstown, N.J. 08520

Boucher, Brian William (Brian)
704 Centerville Turnpike S., Chesapeake, Va.
23320

Bowles, Phillip Cameron (Phil) 1203 Lee Drive, Farmville, Va. 23901	Burgess, David William (David) 124 Hunterdale Rd., Franklin, Va. 23851	Caton, Christopher Edward (Chris) 418 Discorery Circle, Virginia Beach, Va.
Boyd, Richard Alexander (Dick) 1531 Monmouth Drive, Richmond, Va. 23233	Burke, John Duke (Jack) 900 Blanton Ave., Richmond, Va. 23221	Chadwick, Robert Gerold (Bob) Jockey Hollow Rd., Morristown, N.J. 07960
Boyd, Taylor Fair (Taylor) 20 Possum Run, Columbia, S.C. 29206	Burke, Landon Mason (Landon) 6005 Beechtree Dr., Alexandria, Va. 22310	Challenor, Michael Stanley (Mike) 9513 Fairlake Lane, Richmond, Va. 23229
Boze, Blair Manson (Manson) 209 Locke Lane, Richmond, Va. 23221	Burks, Gordon Elmo (Gordon) 8509 Ironington Ct., Richmond, Va. 23227	Chiotti, Jean Yves (John) 299 Rue de Grignan 13300, Salon, France
Boze, Edward Scott, III (Scott) 209 Locke Lane, Richmond, Va. 23221	Burnette, Gregory Fisher (Greg) 10313 Waltham Dr., Richmond, Va. 23233	Chou, James T.M. (Jim) 64 Wan Shou Rd., Mucha, Taipei, Rep. of China
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Bradshaw, Christopher Leroy (Chris) 8803 River Rd., Richmond, Va. 23229	Butler, James Chester (Jimmy) 2958 Hemlock Lane, S.W., Roanoke, Va. 24014	Chu, Stephen John (Steve) 458 Highfield Rd., Salem, Va. 24153
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Brierre, Roland Theodore, III (Chip) 7529 Rockfalls Dr., Richmond, Va. 23225	Cabell, Henry Landon, IV (Bunky) Garrison Forest Rd., Garrison, Md. 21117	Clark, Charles Irwin (Charlie) Box 257, Kilmarnock, Va. 22482
Brilliant, Patrick David (Pat) 4705 Rutledge Rd., Chesapeake, Va. 23320	Cabell, Mark Harriss (Mark) Oakland Farm, Columbia, Va. 23038	Clary, Robert Clinton, Jr. (Clint) General Delivery, Valentines, Va. 23887
Brooks, Paul Harrington (Paul) Linden St., Courtland, Va. 23837	Calcote, Robert Dudley (Bob) 673 North Shore Dr., Charleston, S.C. 29412	Claybrook, Dewey Wayne (Wayne) Route 2, Brookneal, Va. 24528
Brown, Bennie Griffin (Ben) P.O. Box 117, Windsor, Va. 23487	Caldwell, Stokeley Gray, Jr. (Stoke) 1632 Center Hill Dr., Roanoke, Va. 24015	Clough, David McKay (Dave) Route 2, River Rd., Richmond, Va. 23233
Brown, David Milton (Dave) 310 Carrsbrook Dr., Charlottesville, Va. 22901	Camden, Dorman Sherman (Corky) 507 Haverline Hill, Collinville, Va. 24078	Coffield, Steven Joseph (Steve) 319 Oak Lane, Richmond, Va. 23226
Brown, Edward Dalton (Tim) 51 Birch Rd., Darien, Conn. 06820	Cann, Brian Mitchell (Brian) 5507 Kingsbury Rd., Richmond, Va. 23226	Coleman, Gilbert Addison (Gilbert) Route 2, Box 293-B, Woodford, Va. 22580
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Brown, Gordon Bradley (Brad) 605 Heathfield Rd., Richmond, Va. 23229	Cantlay, Donald Davison (David) Av. Jean Van Horenbeeck, 143 1160 Bruxelles, Belgium	Colon, Felix (Felix) 2440 E. 29th Street, Apt. 7H, Brooklyn, N.Y. 11235
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Brown, William Dennis, IV (Dennis) 2212 Pargoud Boulevard, Monroe, La. 71201	Carlucci, Jeffery Van (Jeff) 329 Bridgeview Circle, Chesapeake, Va. 23321	Corrigan, David Patrick (David) 311 Gloucester Rd., Charlottesville, Va. 22901
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Bumgardner, George Keller (George) 311 Spring Lake Rd., Columbia, S.C. 29206	Carrington, William Addison (Billy) 3530 Otter View Place, Lynchburg, Va. 24503	Cozad, Thomas Michael, Jr. (Michael) 16 Oak Park Drive, Bettendorf, Iowa 52722
Burbank, John Morris (John) 210 Melwood Lane, Richmond, Va. 23229	Cart, Ben Montgomery, Jr. (Ben) Box 100, Cedar Mountain, N.C. 28718	Craddock, John Wimbish (John) 1994 Link Road, Lynchburg, Va. 24503
Burdell, Joel Barton (Joel) 1542 Young's Point Place, Herndon, Va. 22070	Carter, Thomas Fleming (Tom) Box 8, Fort Defiance, Va. 24437	Craighill, Edward Carrington (Ed) 1400 Northwood Circle, Lynchburg, Va. 24503



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Crenshaw, Gordon Lee, II (Lee)
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Currie, William Robert (Bill)
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Curtis, Richard Earl, Jr. (Rick)
Qtrs. F, Naval Base, Charleston, S.C. 29408

Curtis, Thomas Webster (Tom)
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22980

Cutright, Barry Kim (Barry)
P.O. Box 8, N. Garden, Va. 22959

D'Agata, Michael Charles (Mike)
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Daly, Clark Jeffrey (Jeff)
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Daly, Jon Michael (Jon)
108 Primrose Place, Danville, Va. 24541

Daniel, Dabney Maury (Dabney)
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24595

Darden, David Burton (Dave)
Vistarama Lane, Bedford, Va. 24523

Darden, William Dunlap (Bill)
3998 Brockbank Way, Salt Lake City, Utah
84117

Davis, Mark McHale (Mark)
10 The By Way, Bronsville, N.Y. 10708

Davis, Phillip Gilmore, II (Nappy)
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Davis, Richard Andrew (Drew)
Route 4, Rocky Mount, Va. 24151

Davis, Thomas Martin (Tom)
7602 Horsepen Rd., Richmond, Va. 23229

Dawson, Robert Richard (Bob)
3940 Darby Dr., Midlothian, Va. 23113

Day, Harry Fenton (Fenton)
134 Sutherland Ave., Danville, Va. 24541

DeFrancesco, Gregory Louis (Greg)
8433 Kavanagh Rd., Baltimore, Md. 21222

Denham, Douglas Scott (Doug)
712 Pennsylvania Ave., Winchester, Va. 22601

Denitto, Robert Fred (Bob)
6 Westwood Dr., Fredericksburg, Va. 22401

Devine, Patrick Campbell (Pat)
2038 Hunter's Trail, Norfolk, Va. 23518

Dewey, Frederick Lyman, III (Rick)
902 Stuart Rd., Wilmington, Del. 19807

Dickinson, William Andrew, III (Bill)
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23451

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DiMunno, James Agostiac (Augie)
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Dodd, Ralph Wesley (Ralph)
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Doherty, Daniel Keith (Dan)
923 Wilton Circle, Arbutus, Md. 21227

Dombalis, Nicholas Constantine (Nick)
304 Sandalwood Dr., Richmond, Va. 23229

Donaldson, Douglas Bayard (Doug)
288 Oakwood Circle, Danville, Va. 24541

Dorey, Donald Richard (Don)
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Doudlass, Thomas Griffin (Tom)
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Doumar, Richard Habib (Richard)
P.O. Box 901, 313 22nd St., Virginia Beach,
Va. 23451

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3741 Woodside Ave., Lynchburg, Va. 24503

Driskill, William Shearer (Bill)
3741 Woodside Ave., Lynchburg, Va. 24503

Dudley, Oliver Witcher, IV (Witcher)
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Duffer, Randolph Lee, III (Lee)
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Dunaway, John Clopton (John)
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East, Jack Andrew (Andy)
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Eggleston, Sam Daniel (Sam)
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Eidson, Arlen Glenn, Jr. (Glenn)
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Elliott, Lewis Frazier (L.F.)
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237 N. Raleigh Court, Danville, Va. 24541

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Fulton, Frank Hundley, Jr. (Frank)
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Ferrara, Martin Ellerbe (Martin)
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Freeman, William Long (Bill)
Route 1, Box 87, New Hope, Pa. 18939



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24592

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3122 Bray Road, Virginia Beach, Va. 23462

Godfrey, Thomas Walter, Jr. (Tom)
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24014

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22601

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27104

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24112

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27106

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Hunter, Edward Sidney, III (Sid)
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Huntley, Louis Ward (Ward)
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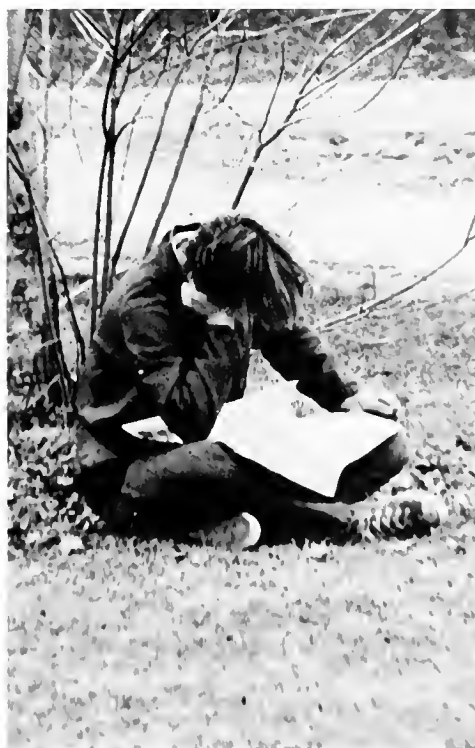
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PERSPECTIVES



The Hampden - Sydney Community: Fact or Fallacy

Bill Redd

Let me preface my following remarks by saying that Hampden-Sydney College has inspired in me a love of learning and an appreciation for beauty and the arts. I have benefitted not only from the individual attention and challenges of the classroom, but also from the opportunity to participate in sports and become involved in student government. In other words, I would not trade my four years on the Hill for anything: Hampden-Sydney has given me a pride and purpose in life and for that I am very thankful and indebted to the College.

In the twilight of my college career it is perhaps appropriate then to ponder over and reflect upon my education here at Hampden-Sydney College. What have been the rewards, benefits, and disappointments? What are the strengths and weaknesses in our institution? For it is only in this balancing of the good and the bad that we can come to appreciate the real value and essence of the Hampden-Sydney experience.

The past four years have seen this college implement a more demanding academic curriculum and a tougher grading policy. A serious student concerned about obtaining a top-flight, and broad-gauged education has that unique opportunity here at Hampden-Sydney. Most professors here not only maintain and demand high academic standards and performance, but are also keenly concerned with the welfare of each individual student.

There seems to be every reason for optimism. The college has come under new and capable leadership; the fraternity system is beginning to come to grips with its responsibilities to the community which stem ultimately from the extensive rights and privileges it enjoys; ground has been broken for a beautiful, comprehensive and sorely needed athletic complex; Graham Hall as a student center is near completion; and the whole campus seems charged with electricity in anticipation of more and more progressive change. For these reasons the Hampden-Sydney man, whether he be a student, professor, or administrator, should be above all else a gentleman — proud, competitive, scholarly, and wil-

ling to defend the traditions and venerate the heritage of his institution. However, this condition of things is often hampered by a general problem the symptoms of which permeate the whole campus community — the lack of a total commitment and dedication to the purpose of this institution, that is the education of honorable men. These symptoms are evidenced at times by our indifferences to human weaknesses, cutthroat classroom tactics, self-interest, and a lack of regard for the property and personal rights of others. The fabric of the "close-knit community" about which we often boast and give hypocritical lip-service has been damaged and we must make an united effort to mend this imperfection in order to keep alive our professed ideals of honor and brotherhood.

Without brotherhood or an attitude of camaraderie the concept of "gentlemen of honor" cannot persist or endure. Because Hampden-Sydney has always been a small school, a "prevailing spirit of friendliness" has given rise to this concept of esprit de corp or brotherhood. And it is only through this sense of brotherhood that honor can be ascertained and realized. This ideal of honor, however, is an intangible and therefore it requires a faith and dedication by all to make it work. Dr. T.E. Crawley summarizes the point by stating, "No painful effort — no honor — no brotherhood." Ideally, the notion of honor here at Hampden-Sydney should become second nature to her sons and offer them a way of life. However, we have failed to wholeheartedly pursue this ultimate goal and as a result our tradition can sometimes be seen floundering in a sea of hypocrisy and mockery.

When I speak of honor and brotherhood and community friendliness, I am not simply speaking of breaches of the Honor Code such as cheating and stealing; but rather I am also referring to the wanton destruction of school property, the lack of respect for ladies, the administrative undermining of the educational process, the pandering to wealth and influence which compromises our integrity, and the lack of loyalty to Hampden-Sydney and its noble purposes. It is only with a total commitment by the College community that our

Honor System and all that it stands for can become more than just words but it can become the transcending spirit or ideal to which we all aspire. How do we fail to meet the challenge of creating men of honor?

It is a simple and very obvious fact that many of the students that come to Hampden-Sydney come merely to have fun and put off the real world for four more years. When I was a senior in high school, a student at Hampden-Sydney told me that if I came to the Hill, I wouldn't get that much studying done, but I would have a good time. It has often been said that Hampden-Sydney College is just a country club where you have to make some grades (dues) to stay in. This kind of reputation and student attitudes are devastating and have probably done more damage than we will ever know. Because Hampden-Sydney is a private institution, it accepts a large population of men who are extremely well off and some of them, to put it bluntly, are spoiled rotten, having no respect for the rights and property of others. These attitudes not only undermine any concept of brotherhood and separate the student body into various factions who hold each other in contempt, but also, they give the people on the outside a very poor impression of our institution. But perhaps the most serious perversion of the brotherhood and honor within the student body occurs when fraternal loyalty is used as an excuse to shelter and protect dishonorable deeds by a few members within a fraternity. This is a "flawed Fellowship" and it "destroys every shred of respect" for each participating member as well as for the whole fraternity. "Honor is indispensable to any true brotherhood."

The most shocking failure on the part of the faculty is the total lack of respect and loyalty a few members have for Hampden-Sydney and her ideals. It seems that certain professors consider their employment and teaching here only as a means to collect a salary — their relationship to the College is incidental. Arbitrary and unfair grading techniques, indifference to individual student needs and weaknesses, and egotistical self-interest plague and demean the heroic dedication to Hampden-Sydney exhi-

bited by most of our faculty. All these negative things serve to effectually preclude the realization of community friendliness, thus undermining any sense of brotherhood. The faculty and administration are the men and women who must set the high examples of excellence for the men who come to Hampden-Sydney in order that they may become "Humane and lettered men."

The very purpose of our administration is to facilitate the educational experiences and this can only be accomplished by office policies that promote good-will, cooperation, and direction. However, it is all too often the case that certain officers of our administration evidence ideals quite the opposite of these, and serve to undermine the very purposes and preachings of this College. Frequently, students and faculty are given the impression that these few administrative officers are doing them some enormous favor by simply doing the required duties of the position. And although it is necessary for a private institution to tap various financial resources, I think it is very important for our administration not to compromise our principles and succumb to the temptations and promises of affluent supporters who at times try to exert their influence on every phase of college life from admissions to the punishment of a Honor Code violation.

I am extremely proud of my associations with Hampden-Sydney College and I am passionately dedicated to the firm foundation and sound principles upon which she rests and from which she draws strength. These ideals are sacred and undisputed, but our methods and intensity of our efforts toward the pursuit of these high aspirations will always bear examination. President Josiah Bunting summarizes this notion best when he writes that "Great men have lived and worked here, allied in great purposes, dedicated to noble things," and therefore, we must always strive to make ourselves worthy of this heritage and this place.

William DeHart Redd '78, was President of the Student Body during 1977-78, a member of the football team, and co-captain of the lacrosse team.

An Atmosphere of Sound Learning

Marty Sherrod

What do we mean when we say that Hampden-Sydney aims to produce "well-rounded" men? The phrase is hackneyed now, isn't it? It's been used to death, bled white of its meaning. It's not only hackneyed and used to death, it's been bastardized. Bastardized by the hundreds of colleges and universities that use the ideal of the well-rounded man, the Renaissance man, as a loop-hole. You've heard it all before: "No, we don't have core requirements here," or "No, we don't require a foreign language here," or "No, we're not that single-minded about academics here; our mission is to produce 'well-rounded individuals'."

Hampden-Sydney could be (and if it's not, then it should be) one of the last bastions of well-roundedness, where the ideal is not bastardized, where it's kept in the proper perspective, where, as one professor recently put it, "The social and athletic development of students is important, but nevertheless secondary."

Secondary to what? Secondary to the intellectual cultivation of our students. That's what college is all about, right?

Hampden-Sydney's purpose, historically, has been to educate "good men and good citizens in an atmosphere of sound learning" — a purpose to which Hampden-Sydney has remained steadfast. There is, however, perhaps no better time than this new year of reaffirmation and renewal to reaffirm and renew our dedication to Hampden-Sydney as an institution of the most serious intellectual intentions, an institution where academics are the *sine qua non* — "a real hotbed of ideas". For if worst came to worst, Hampden-Sydney could survive without fraternities or football, without the Tiger or the Glee Club. But we could not long survive without books and chalk and sharp-minded professors and dusty old classrooms with desks bolted to the floor.

Let Hampden-Sydney always nurture men who play hard — in fraternity houses as well as on athletic fields — but, vastly more important, let this College always nurture men who study even harder than they play.

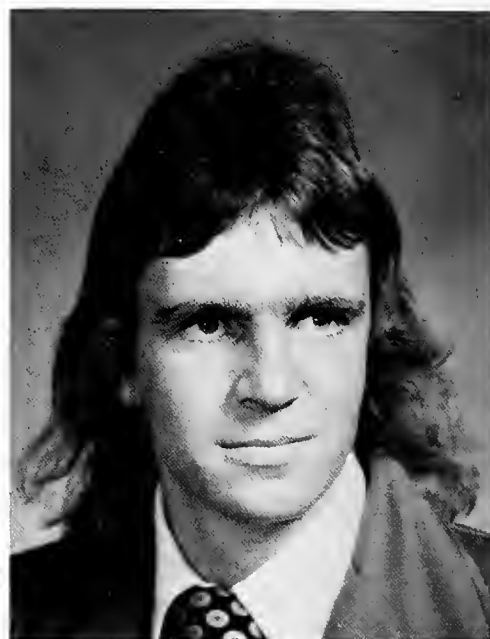
Martin M. Sherrod, '76, is the Director of Communications for Hampden-Sydney College. He is the Editor of the *Record*, the publication from which this article was taken. I thank him, as editor, for allowing this reprint.





On Being Happy at Hampden-Sydney

Ran Henry



DOES IT TAKE A SPECIAL KIND OF STUDENT TO BE HAPPY AT HAMPDEN-SYDNEY?

That's the way the question was asked to me, and I think there can be but one true answer: yes. It takes a person who is willing to go the distance, able to run not against others but in competition with himself, and eager to stretch his legs. Which is to say, it is, maybe, the same to be happy at Hampden-Sydney as it is to be happy at Oxford or at Southside Virginia Community College. Happiness is not a finish line but a matter of placing one foot in front of the other, knowing that the best one is not always forward.

Most folks, said Abraham Lincoln, are about as happy as they make up their minds to be. Lincoln's wisdom easily extends across more than a century and many miles of mountains and prairie, since human nature anytime and anywhere is the same. We have folks here, not preppies or jocks or heads, and they are governed during their term on this lonely and cloud-patched globe by the irrefutable natural laws of which Hampden-Sydney has nothing to do and yet has everything to do.

For a select group of men for four youthful years this place is home. And so the freshman is awed, a rootless young man on the edge of an abyss for which he has no filler, no bridge, and no vision to see the other side. He knows only that he

must find substance to fill the mammoth emptiness before him, and that the best way out is through. The Hampden-Sydney freshman is armed only with the flimsy tools he brought from home with which he must build himself a world to fill the aching void which stares at him in a chipped Venable bathroom mirror. He has his catalogue and he has new textbooks and the blessings of his parents in whose care he drove through fraternity circle on a bright homecoming day when he was in high school. And he has things to do, but he finds time to be sad. On the fourth or fifth day he rests, and his new friends make him happy.

He returns a sophomore, a wise fool who knows everything about his college and little about himself. He knows that certain aspects of the educational process are to be respected and others ignored, he knows that to be a fraternity man is "awesome" and he knows he will sometimes have to be alone. He knows where Morton Hall is and occasionally stares at a freshman with a strange look containing both contempt and empathy. He is happy when he drives past the Hampden-Sydney sign and he is joyous when he sees his friends. On his second night back he drives to the Red Lyon and eats later at the Truck Stop.

The days weave together in a multi-scopic tapestry of alarm clocks and football and two tests in a row and a knock

on the door. There is an "awesome" party Friday night and bloody Marys before the game and sometimes when a little drunk there is a sad moment in the bathroom when the empty void returns; there is a moment cramming for the chemistry mid-term when a supreme commitment settles about the room and cheerfully rustles the pages of a well-worn notebook. He is too busy studying to notice, but he is happy.

There is no revelation-filled instantaneous flash when the bricks and green lawns become home but there it is, and he is here. And they've borrowed his soap again two doors down, but he is happy.

Does it take a special kind of student to be happy at Hampden-Sydney? Yes, I believe it takes a junior with a 3.15 GPA who likes Boz Scaggs and drives a Ferrari. I believe it takes a senior pre-med major with parents in Charlottesville and a girlfriend at Hollins. I believe it takes a freshman in Cushing who is friends with the janitor.

And as the daily events and non-events blur by, interrupted by nothing very good or very bad, the substance of which our lives become, the junior-turned-senior looks back on his college self and sees a man who was close to a great many people. Perhaps he still doesn't like Bill Deal and the Rhondells; perhaps he never will make an A in Rus-

sian history, even if he interviews every Czar; perhaps his money went for beer and was not given to the poor. But as a freshman he still knew where Morton Hall was, and he knew the joy of seeing his friends again.

But what must he really think, the man who gave four of his most important years to a small group of brick buildings scattered widely apart on some 500 acres in the middle of a rural county in Southside Virginia? Was he truly happy, sitting around a keg with his fellows three stories up in Cushing, many miles from even a movie theater? Perhaps it does take a special kind of student to be happy here . . .

Actually it takes two. The student who tailored his choice of colleges to suit his tastes, and the student who has tailored his tastes to suit his choice of colleges. Chameleons that we are, we can make ourselves a home here if it were not that way when we arrived. Some Hampden-Sydney men, I believe, were Hampden-Sydney men upon their arrival and parked their BMWs beside a new place which was already old and familiar. Others have re-shaped themselves,

squeezed a bit here and there, to fit in but they too found a home. And without any real difficulty it is as Hampden-Sydney men that we all shall leave, treading new paths but always carrying with us a chunk of what was home just as surely as if the Watkins Bell Tower were imbedded on our foreheads.

And we'll always know we got off easy, because many college students who graduate must carry with them an almalagation of steel buildings and steely stares and steel impersonal filing cabinets, acres and acres of steel, and the load is too much. They can never carry such a large school with them and so they select a floor of a building, or a remembered face or two, to bring with them the remainder of their lives. We are fortunate here, to have so little to take away and yet so much.

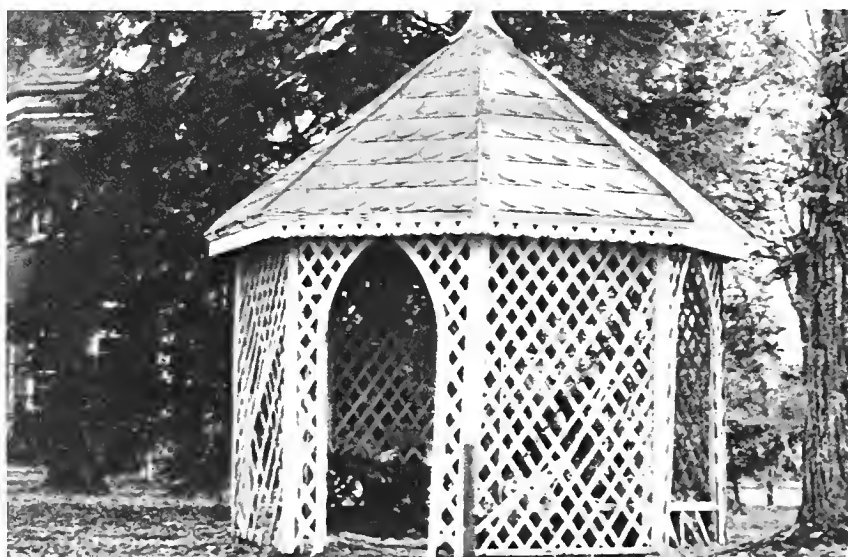
Without trying to speak for every individual student, I think that we must be happy here. We must be content, to enjoy living so far away from women and civilization. "Simplify, simplify, simplify!" said Thoreau, and without going as far as Walden Pond, I think we have achieved that goal. Take away

women and civilization and you have smoothed out your life; placing those elements at arm's length, where they can be recalled at your convenience and not at theirs, is a good way to spend four years of a life easier than you will ever find again. Before we are done, we will surely have our share of women and civilization.

But today we have our books and we have our friends. Sometimes we have to forsake one for the other (so be it, neither is going anywhere). Sometimes we feel lost with one or the other (and so men everywhere cannot always be certain of their path). It is the rare student, though, who does not regain his bearings and it is the rarer student still who gets lost between his dorm and Eggleston library. And if ever we do find him, lying in state in newmown grass after wearing in it endless circles, I am sure he will still have a smile on his face. For he did not die of women, and he did not die of civilization.

Ran Henry, class of 1979, was a Ralph McGill Fellow for 1977-78 and editor of the award-winning student newspaper, The Tiger.







The Choice is Yours

Dr. Frank Spreng

"Hampden-Sydney is a traditional all-male, liberal arts college which strives for excellence." Any institution which fits this description would certainly be a heaven on earth to all those persons who want to be associated with it. My interest is neither with what Hampden-Sydney was nor is but rather with what it will become in the future.

With a perspective of only four years' residence at the college, I can address the following remarks with the insight of an understanding functionary but an emotional outsider. My question is whether the description given above will be reasonable ten years from now. There is a measurable probability that it will not. Indeed, based on the average rate of change in social institutions, it is practically certain that no institution will be able to remain unchanged over a period of a decade. The risk of resisting change, or worse yet, of making the wrong changes is that in ten years the most accurate description of Hampden-Sydney College might well read as follows: "Hampden-Sydney is an old fashioned, sexist college which has an anachronistic and mediocre academic program."

Which direction Hampden-Sydney will take is an open issue. It depends on decisions which must still be made, strategies still to be formed, messages still to be communicated, and programs still to be developed. In short, the future of the college, like the future of every institution, depends on its strategic planning and the quality of the implementation of those plans.

Strategic planning involves setting objectives in various areas and determining what must be done now to achieve those objectives at some specified time in the future. Prior to identifying specific behavioral objectives, it is necessary to answer the following questions:

1. What is the college now?
2. What should the college be?
3. What, in a general way, must be done to close the gap between what Hampden-Sydney is and what it should be? Closing the gap involves more than few well written speeches and glib remarks.

Upon my arrival at Hampden-Sydney four years ago the most frequent topic of casual conversation was the lack of lead-

ership at the college. The same topic continues to have a wide currency today. My own interpretation is that this perceived lack of leadership stems from a lack of vision in establishing and communicating a strategic planning process for the college. Against this background it is evident that the first priority should be a serious effort to reach a consensus in the community as to the long range goals and plans for the college.

What is The College Now?

Reflecting the first sentence of this essay the college can be described in four ways: 1) traditional, 2) all-male, 3) liberal arts, 4) excellent.

What does it mean to have tradition or to be traditional? Is a traditional educational program simply a program which was appropriate in an earlier age, and if so, is it now relevant or useful to anyone? Does tradition mean a blind adherence to past practice or does tradition imply a bedrock foundation upon which to build? Perhaps having a tradition is a mixed blessing. Tradition might constrain and obscure future courses of action.

Hampden-Sydney is an all-male institution. What does that mean? There are at least seventy-five women connected with the college including employees' and students' wives, secretaries, nurses, faculty members, middle managers, exchange students, Longwood students, and other special students. The college is not now and probably never was an all-male institution. It is true that almost all "regular" students are men. Why should this be so? Is there some advantage to single-sex education, and, if so, is that the reason for being all male? There are disadvantages to remaining a primarily male institution. Since one's perception of women is developed in part by the quality and quantity of contact, perhaps Greek Weekend, nights in the dorm, and weekends at Sweet Briar are less useful for the average student than would be daily breakfast, competition in a greek or accounting course, or membership on committees. What of the young men who will be required to work as subordinates to women; will a view of women as sex objects or menials serve them well? The only well articulated rea-

son for remaining all-male is that there appears to be a market for single-sex education.

Whether the maintenance of a unique market strategy is sufficient reason to exclude women as regular students is a question that must be left to others. It is enough to point out that there are very real educational costs to that strategy.

Liberal arts seems to mean whatever we want it to mean. While there is the appearance of broad-ranging agreement on the meaning of liberal arts, this apparent agreement collapses on most specific questions. Between students and faculty there is practically no discussion on this subject. Among the faculty the range of difference is so great that a common ground is virtually impossible to find.

I believe that the confusion about the liberal arts arises from a fundamental misconception. At Hampden-Sydney, education — and consequently the liberal arts — is defined in terms of curriculum, courses, and professors rather than in terms of values, ideals, and analytical skills. Eventually, those values, ideals, and analytical skills which constitute the substance of an "education" must be identified. But as long as the discussion centers on who can teach English composition and whether sociology, business, anthropology, or the performing arts are "proper" subjects, no progress can be made.

The final characteristic of Hampden-Sydney is that it strives for excellence. To be excellent means to be first class, superior, or eminently good. In what way is Hampden-Sydney striving to be first class? Perhaps excellence would be achieved with intellectual distinction, good citizenship, affability, is some combination of these. Should you maximize or optimize? Are the faculty and students willing to live the hard life of serious intellectual activity? Should they be willing? Are the faculty striving for excellence in teaching or research? What should students and faculty do to become excellent? No one seems to know. So, in what sense is Hampden-Sydney striving for excellence? Perhaps the sum is greater than the parts. If so, there must be some observable outcome which can be described as excellent. To date, no one has been able to tell me what to look for to see either excellence or a striving for excellence.

So where is the college? At present there is a healthy tradition but the college probably is not and should not be tradi-

tional. The all-male designation is more a public relations scheme than a reality. Whether the liberal arts exist at Hampden-Sydney is more of a definitional than substantive question. Certainly there is no agreement here on what the liberal arts are. Finally, excellence is at best an elusive notion.

Do not be discouraged by this assessment. There is nothing sacred about being traditional, inherently healthy about being all-male, superior about liberal arts, or inevitable about being excellent.

What Should the College Be?

Over the time span I have in mind (i.e., about a decade) the college can become almost anything it chooses. Almost anything excludes however certain things. The college probably cannot be all-male even if it maintains the present minimal involvement of women. The college probably cannot become excellent, but great improvements in student, faculty, and administrative performance are possible.

What the college can do is continue to build, modernize, and develop within the best of the traditional ideals of Hampden-Sydney. This is not going to be an easy task. To work with the best traditions requires that the inferior or outmoded ones be discarded. Someone must decide which are useful and which are useless. Who will perform this task?

If the direction of the college is to be goal-oriented and well-directed in the future, then objectives must be established in a whole range of areas. Consider these aspects of college activity:

- Faculty development
- Expected student performance
- Alumni relations
- Physical facilities
- Business affairs
- Fund-raising
- Community cultural development
- Fraternity activities
- Academic program
- Athletics
- Student recruiting

Each of these activities — and probably many more — must be thought through clearly. Who is to perform this gargantuan task? When will it be done? How can the community be involved? A rational attempt to understand each of these areas is absolutely essential. The time to do it is now, not later.

Do not be concerned that all these things must be done. The leadership in every institution should be addressing is-

suues like these on a continuing basis. What ought to be a concern is that at Hampden-Sydney no one seems to accept responsibility in many of these areas.

As a suggestion of the type of analysis required, consider the following observations on the liberal arts as a basis for further development of the academic program. The following comments do not necessarily form either the correct or the only plausible assessment possible. What is intended is an outline of one of several plausible assessments of the liberal arts:

The Liberal Arts

Liberal means free, and the objective of liberal education ought to be to free ourselves from our narrow experiences. Such a study ought to have as its major objective an understanding of the environmental forces in the world. This understanding facilitates our efforts to maximize our own well-being and that of the community as a whole. The environmental forces which constantly influence mankind seem to be of five types: biological, psychological, material culture, non-material culture, and natural resources. These five forces encircle the individual and at the same time direct and constrain his activity. The direction and constraint are not completely limiting, because the individual has the capacity to change the very structure of the environment.

My own view is that a liberal arts education should include the study of these five environmental forces within a historical context. Structuring a program of study is largely a matter of fixing the relative emphasis on the five environmental forces. The natural sciences emphasize biological and natural resources while the humanities are almost entirely limited to the non-material culture. A serious study of the material culture could include architecture, engineering, sculpture, and computer technology. Business administration tends to be most interested in, but not limited to, the psychological and material culture.

It should be apparent that the critical matter in understanding the liberal arts is not the name of the subject so much as the approach. As long as the objective is understanding the world, the mechanism is relatively unimportant. So a wide range of approaches should be consistent with truly liberal education. Hampden-Sydney has tended to encourage studies in the natural sciences and humanities to

the denigration of the social sciences. This is of course acceptable as long as it is realized that this strategy leaves gaps in a proper "liberal" understanding of the world.

The Summing Up

This essay began with the ideal public relations statement about Hampden-Sydney. It was observed that, in fact, this statement is not a realistic view of the present status of the college.

A reasonable future can be constructed on the best of past tradition and oriented toward rational, attainable goals. Such a future is plausible in an environment of limited resources only if leadership is provided in the strategic planning process. Strategic planning depends on knowing where you are, where you want to go, and how you intend to get there. To know these three things in a functional way is a time-consuming and difficult task.

The final questions are whether the requisite leadership is available and whether the effort will be forthcoming? The answer to both of these questions is yes, but . . . Yes, the leadership is available in an abstract sense. However, even the best potential leader needs followers. Whatever lack there has been in leadership in the recent past has been exceeded by a lack of good followership. Followership requires that people be willing to serve loyally and supportively by contributing constructive rather than obstructive criticism. Being a follower presupposes that there will be a leader to follow. I believe that the necessary leaders and followers are in place at Hampden-Sydney. If I am correct, then all that is needed is performance from both groups.

Recognition of the need for performance will lead to strategic planning followed by implementation. Then Hampden-Sydney will become whatever is wanted. A lack of performance will lead to the inevitable result: "Hampden-Sydney will become an old fashioned, sexist college with an anachronistic and mediocre academic education."

The choice is yours but the options are clear.

Dr. Francis J. Spreng was an Assistant Professor of Economics and Management at Hampden-Sydney College during the 1977-78 school year.





A Time to Think

Thomas Shomo

Too much is made of the supposed “unreality” of the academic community. Historically, the university — like the church — has been protected from the control and intrusions of the civil authorities. This protection for centuries has allowed the free exchange of ideas and unrestricted development of the human intellect. The greater the isolation from the “real” world, the greater the opportunity for uninterrupted pursuit of learning for its own sake. It was in the isolated monasteries of the middle ages that survived the basis of the practical knowledge of the Renaissance.

Because students will not enthusiastically accept the life of scholarly monks, they have forced colleges and universities to set aside social isolation and become “involved”. Students want to be taught to solve social dilemma, to understand political systems, to rear children, to invest their portfolio, and to play a good game of tennis. The demand is not only for academic credit for the acquisition of practical knowledge but for concurrent experimental learning. What is usually overlooked by most students is that if one is possessed of a well-developed intellect — the goal of the liberal arts — a knowledge of the particulars is unimportant, and most “experimental learning” is just so much make believe. It is for this reason that the liberal — the liberating — arts shall always be important in a free society. The degree of importance is directly related to the value the society places upon individuality, truth, and beauty. If a liberal arts education is not “marketable” today, that is a sad commentary on our society. The College does not strive to teach men to “muddle through” but attempts to educate innovators and progressive thinkers who will refuse to accept mediocrity and provide the impetus for positive change.

Hampden-Sydney has attempted to retain much of the isolation of a traditional academic community, and I do not believe that to be detrimental to the educational program. The location of the college is ideal for the student — although it can be

hard at times on those of us who live here year round. It is true that students at urban universities have access to museums, galleries, and theatres, but those students who take advantage of such attractions are few. It is true that larger and more heavily endowed colleges have better facilities than Hampden-Sydney; this may be inconvenient to students but not a handicap. There is more than enough at this college to learn and to experience than most of our students can absorb in four years. The great tragedy is that too many students spend a significant portion of their four years at Hampden-Sydney somewhere else in pursuit of women, beer, and amusement. When it is all over, much of the opportunity for a unique experience is lost. And this is a unique experience — here is beauty, honesty, friendship, tranquility — time to think, to reflect, to consider. Because it is unique, comparison with other colleges and universities is pointless. There is much we can learn from others, but others can learn from us: there are innovations and improvements to be made, but the basic experience here is singularly ours and must be protected from others and occasionally from ourselves.

The typical Hampden-Sydney student does not really understand what he has here. He usually enjoys the experience — some, too few, appreciate the opportunity — but it is not until you arrive in the “real” world that you understand. The young men who are really happy at Hampden-Sydney are those who do appreciate and take in all that this environment and educational experience have to offer. They are intelligent, thoughtful, and honest with themselves and others. The rest are amused, not happy.

Without complacency and with a constant desire to improve, we can nevertheless take a certain pride in what we are. Seniors will remember their years here with pride and affection. Underclassmen should savor these days: they will not come again.

Mr. Thomas H. Shomo was the acting Dean of Students and the Director of Financial Aid at Hampden-Sydney College during the 1977-78 academic year. Mr. Shomo is an alumnus of the college, graduating in the class of 1969.

View From the Top

Josiah Bunting, III

I want to tell you that nothing in my life has made me as proud as the opportunity to serve this grand old college. To return to Virginia to live and work in a small college is a dream I have cherished for many years. I seek your support, I ask for your patience — for I have much to learn — I solicit your criticism, knowing that it will be excited by your abiding love of Hampden-Sydney and your fierce loyalty to the College — and I shall hope to earn your friendship. We are going to have a great year together, and I hope you will forgive my quoting a famous and controversial southern gentleman, an American president, in saying “You can depend on it.” We are going to work hard, we are going to play hard . . . we are going to squeeze our lives here like a sponge.

. . . I want to talk for a little while about two things: vision and tolerance. There is a text in the Old Testament which is fitting to our purpose: “Behold, here cometh the dreamer / Let us slay him / We will see what happens to his dream.” I hope each of you has a dream — a vision — and I hope every one of you understands that this College lives to help you begin the long process toward the realization of that vision. Moreover, Hampden-Sydney exists to assure that in the pursuit of that dream each of you shall be granted the nurture, the understanding, and the active tolerance of the rest of us as you prepare yourselves for your lives after you leave us. Let the dreamer work out his vision for himself, let the rest of us work to assure he can do this, and let him live to see his dream fulfilled.

A small college is a community of learners and teachers, and a community is simply a unit of society in which the actions of each somehow touch and influence those of all. We do not work in isolation from each other. The dreamer must guard his private vision but he must understand that the most reclusive scholar on this campus is a member of the college; his contributions to the tone of life at Hampden-Sydney are as vital to our enterprise as those of its most involved members.

Yet I urge all of you to listen to your own drummers, to resist the pressure of habit, fashion, custom — when those pressures combine (as they often do in small communities) to steal you from your private dreams, and to thwart them. I ask you always to work to distinguish what is fundamental to your fulfillment as scholars and men from what is superficial, and eccentric to that fulfillment. At the same time, I remind you that education is part of life, not preparation for life; that life, as someone said, is too often something that happens while you are making plans; and that, finally, as the poet Bion said, when small boys throw rocks at frogs they do so in sport; but when the frogs die, it is in earnest. Let your lives here be full and rich and happy; do not let the milder, and usually self-imposed, pressures of ambition thwart your desires for solitude, regeneration, and calm. Above all, cherish and learn to admire him whose instincts and interests are altogether different from your own. You may feel some unbidden impulse to make sport of him, but when the thin flame of his dream goes out, it goes out in earnest.

You are in college for two reasons. To learn to think better, and to learn to live productively in a community. Should you succeed in both, and I believe you will, you will be prepared for your professional lives — as doctors and ministers and

business men, diplomats and attorneys, artists, architects, and scholars. These will be the lives of service to other communities; lives in which you welcome and discharge your responsibilities as gentlemen, lives which are happy and fulfilled.

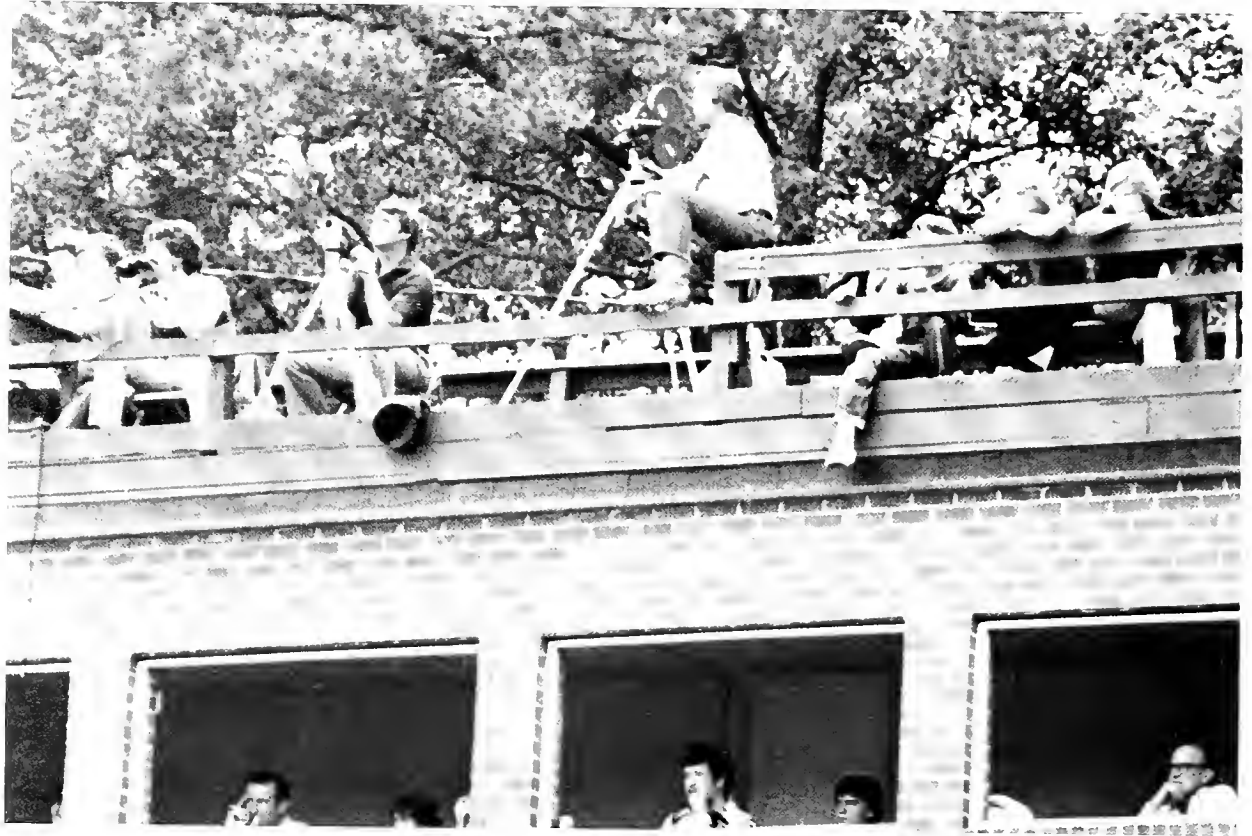
To say that you are in college to learn to think better is perhaps a tart, bitten-off way of expressing a fundamental purpose of education. It is the presumption of those who work to educate others that those they guide are capable of learning. It is the presumption of those who teach in a college dedicated to the pursuit of excellence in liberal studies that those studies have a time-worn and proved fitness for preparing their students to think better: by this we mean nothing more than that you learn to assemble evidence patiently and thoroughly before you make decisions and judgements; that you learn courageously to uphold those decisions and judgements; that you be prepared to argue them eloquently; that your minds be free of prejudice; that you learn to appreciate arguments and points-of-view opposed to your own, for in them is often more truth than in your own; and that you will esteem both the lifelong cultivation of mind and the gift of that mind, and the character that sustains it, and the willingness to place these at the service of others, as your highest calling; finally that the heart has its reasons which the mind cannot comprehend.

. . . I want you to be as proud of this College as it is possible to be proud of anything, and I want your pride to be a living force which informs your work and your leisure when you are here and when you are home. Quite incidentally, it is this as much as anything which is going to bring to our campus succeeding generations of Hampden-Sydney students. Character will continue to be a principle criterion of selection and admission to the College — a criterion, in my view — worth all the College Board tests ever prepared or administered by some crackpot in Princeton; and character will continue to be a principle criterion of success for those admitted as students.

Your experience here should be bracing, but it should not be icy. It is a truism that education largely fulfills its purposes by indirection; that the nights you spend together talking, your experience at parties, your participation in sport — that from these things you will often learn things as valuable as those you learn in the classroom and indeed out of books. “Books,” said Emerson, “are for the scholar’s idle hours.” Do not take Emerson too seriously, and certainly do not wrench his sentence utterly out of context, but think about that.

. . . Finally, let us affirm . . . our pride in the College, our pleasure in this reassembly of our scattered members, and our determination to make the new year — our two-hundredth and second — a year whose enterprise and success will be worthy of vision, the unthwarted dream, of those who lived and worked here in the College’s first year. We are strong, we are bound together in a common purpose, guided by principles we hold in common.

Josiah Bunting, III is the thirtieth President of Hampden-Sydney College. He will be inaugurated as such in the Fall of 1978. The above article is a reprint of excerpts of his Opening Convocation speech.





On Liberal Education
Joseph Goldberg



The governing principle of undergraduate education must be distinguished from the governing principle of graduate education. Graduate education aims at providing excellence through specialization. That specialization is dependent upon a proper educational foundation. This preparatory course of study, undergraduate education, will have hopefully provided guidance for what is truly important and worthy advanced study. Yet undergraduate education is more than simply a preparation for further professional or graduate study, it is a

liberal education in itself.

Liberal education originally meant the education of free men and was intended to distinguish the free man from the enslaved man. The latter is unable to make proper choices since decisions are either impaired by birth or by lack of proper cultivation. Ultimately a liberal education is a preparation for assuming one's responsibilities as a man and as a citizen. One is personally responsible for guiding himself while publicly, as a citizen, he must rule and be ruled in turn. The fulfillment of personal and public duties re-

quires the making of proper choices, and this is dependent in turn upon the development of man's moral and intellectual faculties which are involved in deliberation. When deliberating on future courses of action, whether private or public, men must confront accepted opinions and judge their merits. In such deliberations the liberally educated man does not slavishly follow popular opinion, but attempts to determine the true course. The goal is to replace opinion with truth. Yet such knowledge probably is inaccessible. A more sober expectation is to anticipate an ascent from opinion to perfected but still imperfect understanding.

The practical need for a liberal education is as applicable today as for earlier generations. Democracy rests on the principle that all men have an equal opportunity to express their preferences on candidates or policies as reflected in the principle of "one man — one vote". The workings of democracy then reflect the wisdom or lack of wisdom of such preferences. Poor leadership and the choice of poor policy results in defective government while enlightened leadership and wise policy results in proper government. A democracy, consequently, is dependent for its well-being upon the ability of its citizens to choose wisely, and this is dependent upon education.

Benefits to the individual from a liberal education are far greater than the potential economic and material rewards accompanying a

degree. Even these benefits must be managed and directed toward a higher end. Confronted with the choice of many objectives in life, an individual must have some appreciation of the worthwhileness of each so that he can be discriminating in the exercise of his energy and resources. What is required is a standard or a means by which one can measure the importance of events, people, objectives, and desires.

Most people entering a university have not been exposed to a variety of claims of religion, philosophy, and the city. Among serious men of previous generations, the most compelling question was to resolve or at least understand the competing claims as to the proper way of life. The purpose of liberal education is not to settle the issue nor to indoctrinate the student, but to identify the different perspectives on these questions. In the twentieth century, the task is further complicated by the modern contention that all ways of life are equal; or that if they are not equal, the task of distinguishing the higher from the lower is impossible as this involves a question of "value" and not of "fact". Relativism and historicism of the twentieth century must also be given its proper hearing.

To characterize liberal education as the presentation and elucidation of the fundamental principles of man and the universe is to remind us that such principles and their pursuit transcend any specific discipline within a university. The

departmentalization of the academy is a reflection of specialization or the concentration on a part of what is to be studied. Yet each of the disciplines through the assumptions which define and guide it makes a statement as to the proper interpretation of responsibility of the university or college to examine the adequacy of these assumptions.

A curriculum must be designed to emphasize the unity of knowledge, in contrast to the increased specialization and division characteristic of most undergraduate programs. Through careful study of the highest statements concerning the first principles of things in the proper life for man, the student is exposed to the assumptions and substance of their arguments. The writings of Plato, Aristotle, the Bible, Bacon, Machiavelli, Hobbes, Locke, Adam Smith, Rousseau, Newton, Hegel, Nietzsche, Freud, and Marx, to mention only a few, contain profound reflections on the permanent questions. Moreover, the authors of these Great Books are also the founders of the modern disciplines. An undergraduate program emphasizing the importance of permanent questions common to all disciplines can utilize the specialized training of its faculty.

Dr. Joseph E. Goldberg is an Assistant Professor of Government and Foreign Affairs at Hampden-Sydney. He is the 1978 recipient of The Cabell Award for outstanding teaching.





College and Work: Bridging Two Worlds

(An open letter to graduating seniors)

Rick Benner

On May 14 you graduate from Hampden-Sydney. For many of you this is a time of reminiscence and nostalgia (already you're thinking like an alumnus!). For many it is a time of anticipation and challenge as you look forward to desired career or graduate school goals. For others in your class, May 14 signals an anxious period in your life as you reluctantly confront the unknown, and even unwelcome future.

For all of you in the Class of 1978, however, graduation marks a transition. Yet May 14, 1978 is not a date that separates your life into two distinct worlds of college and work. What you have experienced at Hampden-Sydney will be forever connected to your future careers and lives. I would like to share with you some thoughts about life / career planning and why I feel that your Hampden-Sydney experience will serve you well.

Many of you (and your parents) are concerned about your futures. Among the comments I hear from students and parents:

"I've hear liberal arts graduates can't get good jobs."

"We've spent \$25,000 putting you through college. We're counting on you to show us this money wasn't wasted."

"You need to find one good career field and stay with it. We don't want you job-hopping."

"I went to a liberal arts college for four years — what do I have to offer an employer?"

In short, how can a member of the Class of 1978 effectively connect these "two separate worlds" — Hampden-Sydney College and the world of work?

First, let me offer statistics to dispell a few misconceptions. If you are typical of most American 21-year-olds, you will (according to the U.S. Department of Labor) change jobs 8-12 times during your working lifetime. You will also change career fields 3-5 times. In addition, there currently exist in this country

close to 30,000 different job titles. These figures suggest that you are living in a world in which change is a constant (only a liberal arts graduate could write that sentence).

Are you as a liberal arts graduate equipped to meet this world of change? Yes, I feel you are uniquely prepared, and this opinion is shared by alumni, employers, and leaders.

Last year's H-SC seniors represent a good example of how these "two separate worlds" can be connected. Fifty-one percent (51%) of the 128 respondents to our survey are in graduate school, preparing for various vocations. Included in this group are students in medical, dental, and pharmacy school (16); law school (15); business school (8); and graduate psychology programs (8). Also many students in last year's senior class landed jobs in business, including insurance (6), sales (6), banking (5), management trainees (3), and real estate (2). Five are teaching.

Among the job titles claimed by the class of 1977 are appraiser, hospital administrative intern, legal assistant, sales manager, stock broker, math teacher, mental health worker, insurance agent, bank trainee, and instructor for retarded adults.

Over the years, Hampden-Sydney graduates have enjoyed similar career success in the fields of law, medicine, business, and education. Furthermore, many of these alumni link their occupational success to Hampden-Sydney's liberal arts education. Following are representative comments from a recent alumni survey asking "How has your experience at H-SC helped prepare you for your work?"

"I learned how to get along with all types of people" (James S. Shelton '63, Economics / Government and Foreign Affairs, Business Manager).

"By learning how to discipline myself and set goals" (John Middleton '76, His-

tory, Life Insurance).

"The broad-based academic and cultural-philosophical background was a good foundation for MCV" (J.C. Buston '58, Biology / Chemistry, Physician).

"The atmosphere and living conditions at Hampden-Sydney make you flexible" (J.P. McGuire Boyd '64, Math, Municipal Bond Trader).

"Ability to handle the English language and think logically" (Richard Manson '65, History/Government and Foreign Affairs, Attorney).

"Hampden-Sydney instills in a person a code of conduct that he carries into the business world" (R. Stedman Oakley, Jr. '66, President, home furnishings company).

"The liberal arts education and environment at Hampden-Sydney laid a foundation for me to become a business leader. In my experiences I have seen a number of very capable and bright people with specialized educational backgrounds fail in leadership roles. Hampden-Sydney's tradition of excellence certainly has its impact on me" (Norwood H. Davis, Jr. '63, Executive Vice President, Blue Cross of Virginia).

The positive link between an undergraduate liberal arts experience and the world of work is further articulated by leading U.S. executives. When these leaders were asked to list qualities they seek in a business executive, narrow vocational skills were conspicuously absent from their responses:

"Honesty, candor, good judgement, intelligence, imagination, and the ability to write clear, concise memos. I also want team players" (Henry Ford, Chairman, Ford Motor Company).

"A conceptual person, one who seeks to bring new approaches to problem-solving, as opposed to a consensus individual who goes to more traditional sources for answers" (J. Paul Stricht, President, R.J. Reynolds Industries).

"I look for an individual with broad in-



terests. Great changes are taking place around us and a broad, encompassing overview is more pertinent today than narrow specialization" (C. Peter McColough, Chairman, Xerox Corporation).

The skills and qualities cited above certainly cannot be guaranteed by a H-SC liberal arts education. What can be guaranteed is exposure to these qualities through four years of life in an environment that promotes and supports these broad-based transferable skills. Learning

sites for these skills might include the philosophy classroom (problem-solving skills), the Tiger (writing skills), the lacrosse field (team work), the fire department (working under pressure), the fraternity (tolerance for the views of others), or the science laboratory (investigative skills).

In a sense, then, each of you has experienced at Hampden-Sydney everything you will do. You have analyzed, led, planned and organized, conceptualized, listened, communicated, writ-

ten, persuaded, worked independently and as part of a team, worked under pressure of deadlines, created, combined ideas with manipulative skills, reasoned numerically, developed and implemented goals, served others, identified and acted out moral issues, and made decisions.

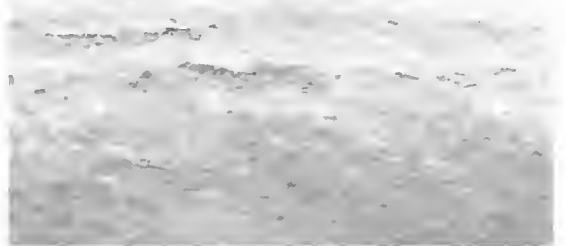
You have performed these skills through your academic program, extracurricular activities, summer jobs, volunteer experiences, and hobbies. Those activities you enjoyed and in which you performed well may in fact be leading you down a particular career path. Knowing which of the liberal arts skills you have acquired and which you enjoy is an important first step in implementing an effective career choice.

All this is fine, you may say, but how do you find that first job? Isn't being a liberal arts graduate a handicap? Yes, to a certain extent this is true. You may have more problems landing your first job than your counterpart with more specialized training (e.g. the accountant, engineer, or computer expert). You will, to be sure, have to sell yourself and your skills to the employer, and the burden will be on you to demonstrate how your liberal arts background will match the employer's needs. Despite this initial difficulty, most national studies indicate that the liberal arts graduates wind up being better satisfied with their lives and often better paid. Over the long run (through 8-12 job changes), you will benefit greatly from your four years at Hampden-Sydney College.

So savor the moment of your graduation. Reflect fondly on your four years at Hampden-Sydney. Remember the fun, the hard work, the many challenges. And, as you face difficult career choices and job searches, remember the bridge that connects the promising world of your future with your Hampden-Sydney liberal arts education.

Richard S. Benner is the Director of the Center for Counseling and Career Planning. His undergraduate studies were at Amherst College, a small liberal arts college in Amherst, Mass.







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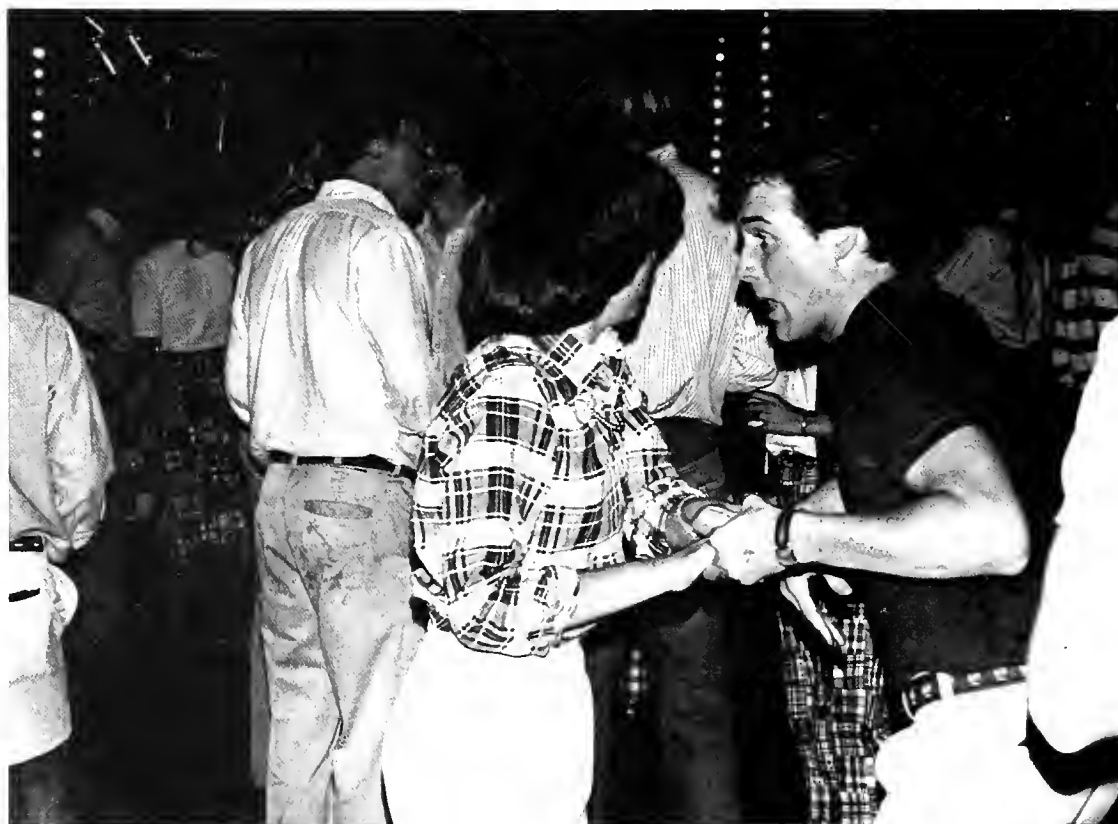




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Greek Weekend







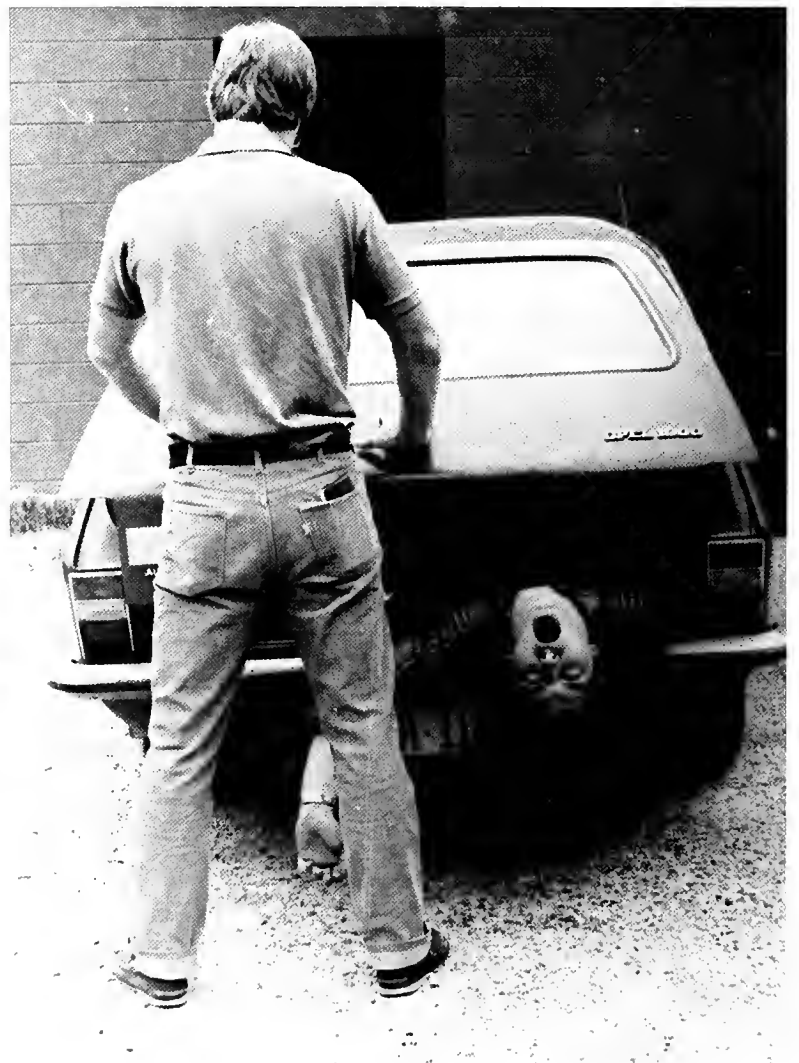
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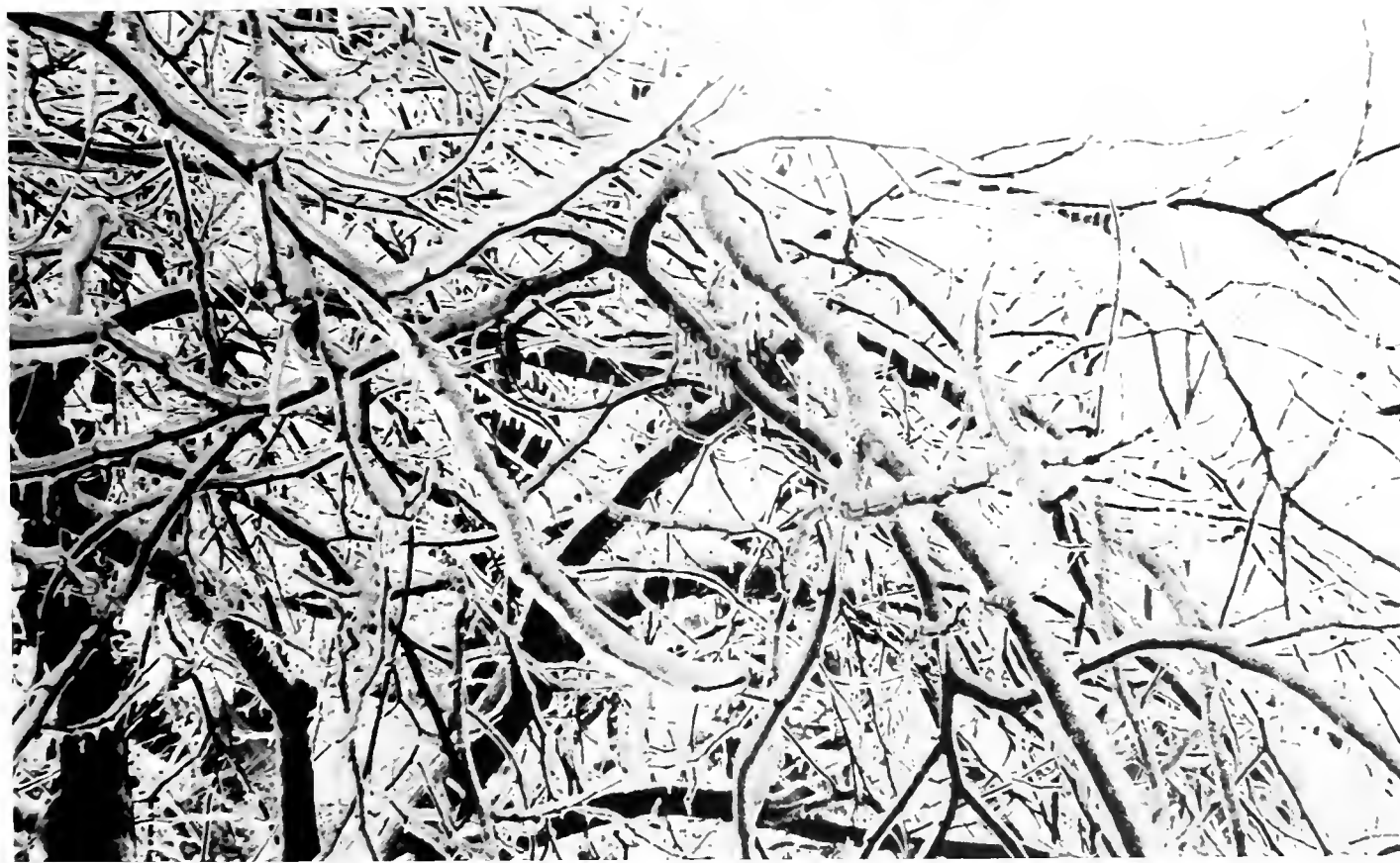
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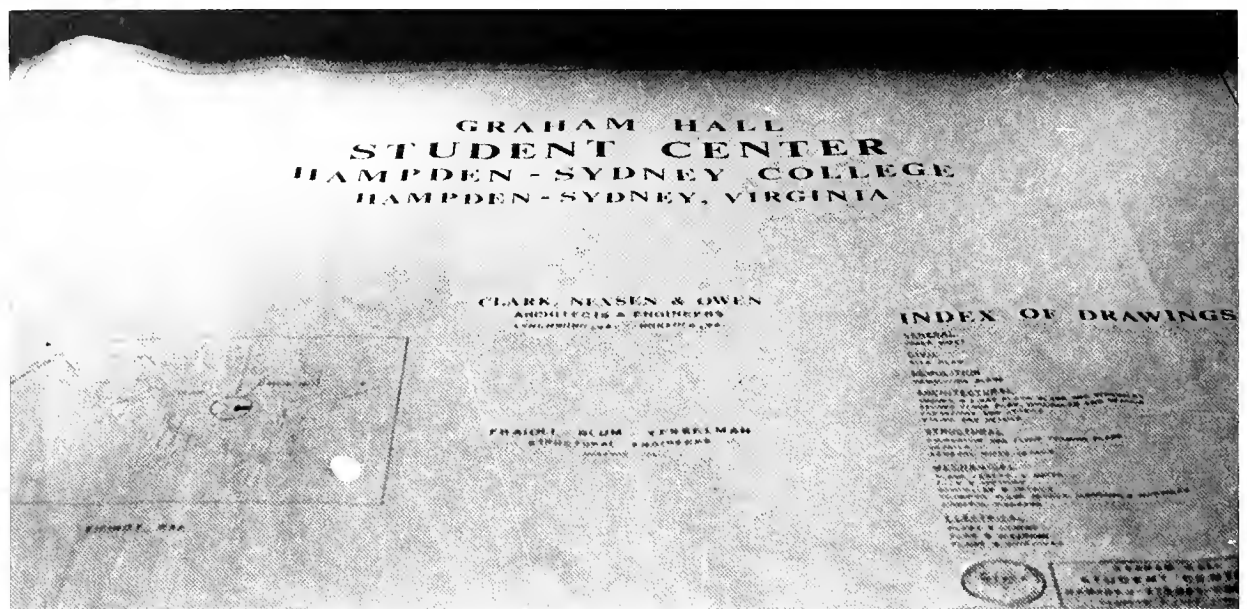


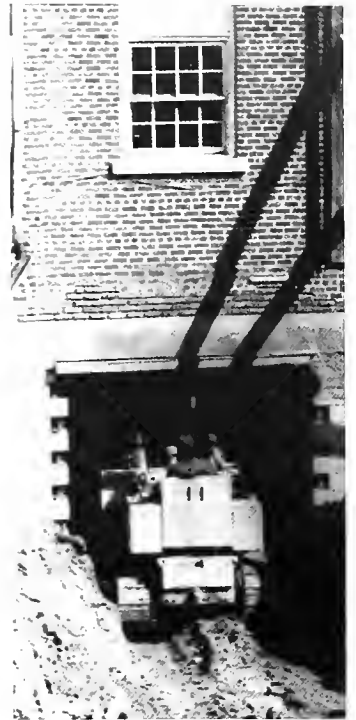








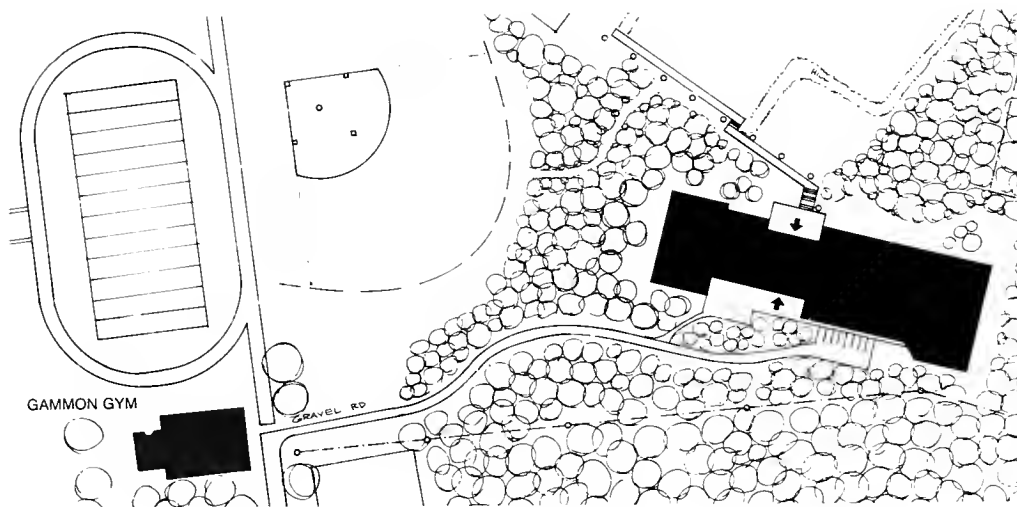




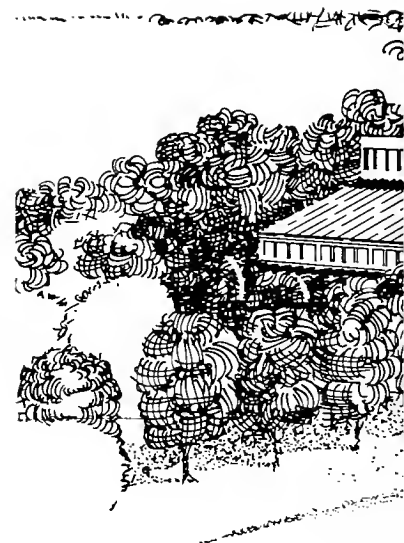
The Past, the Present, and the Future of H-S Athletic Facilities

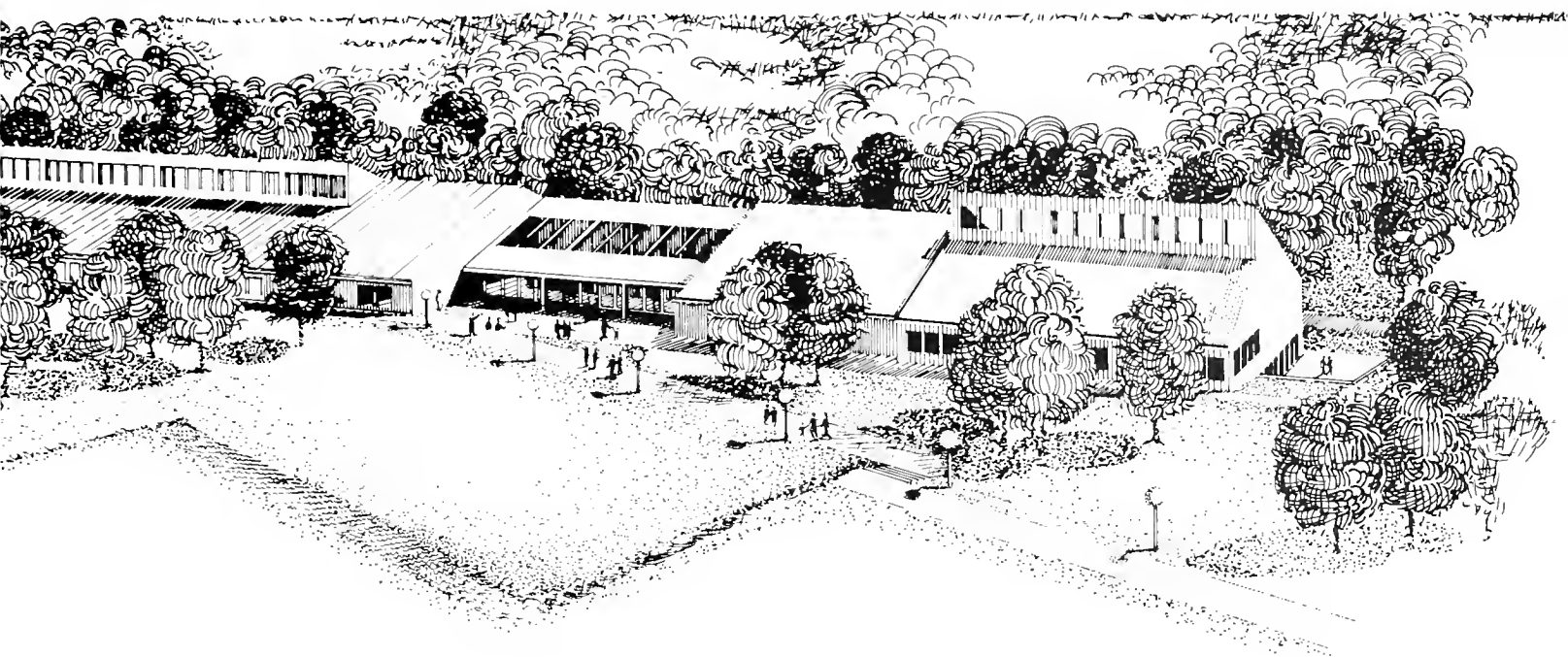


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Location of the new field house





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